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ABSTRACT

This curriculum guide on management was developed for use in vocational home economics education in Texas. Competencies and subcompetencies are listed at the beginning of each unit. Competencies include the knowledge, skills, effective behavior, and/or judgment needed by persons interested in home economics educational areas. Concepts related to the competencies are listed in the right columns. These codes are used: C for developing skills within the Common Elements for all vocational education, B for applying basic/academic skills, "Critical Question" for developing critical thinking skills, and "Key Question" for key points for content discussion and review. Five units cover the following: identifying and using resources; using decision making; using the management process; managing time and energy; and career options related to management. Teaching aids keyed to learning and evaluation experiences are located at the end of the guide. An academic integration supplement accompanies the curriculum guide. It contains learning and evaluation experiences specifically designed to integrate mathematics, science, language arts, and social studies principles within the management course of study. (YLB)

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ED 376 286

MANAGEMENT

VOCATIONAL HOME ECONOMICS EDUCATION

TEXAS EDUCATION AGENCY

AUSTIN, TEXAS

CE 067 512

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MANAGEMENT

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MANAGEMENT

Management is one of fifteen curriculum guides developed for use in vocational home economics education in Texas. Additional guides are available in the areas of: Occupational Home Economics, Adult Education, and Post -Secondary Education.

Content of the Guide

Each subject guide is written to the teacher and is correlated closely with the Essential Elements prescribed by the State Board of Education in Texas Administrative Code 75.50b (7th and 8th grade) and 75.81a (common) thru 75.83-75.84 (vocational home economics). Content for each subject field is based on the Essential Elements.

Competencies and sub-competencies are listed at the beginning of each section. Competencies include the knowledge, skills, effective behavior and/or judgement needed by persons interested in home economics occupational areas. Concepts related to the competencies are listed in the right columns. Teaching Aids keyed to learning and evaluation experiences are located at the end of the guide. Designations have been used in the content for developing skills within the Common Elements for all vocational educational [C], applying basic/academic skills [B], and developing critical thinking skills [CRITICAL QUESTION]. Key points for content discussion and review are indicated as [KEY QUESTIONS].

How to Use the Guide

The subject area guides are designed to follow the Essential Elements and to aid the teacher in identifying the concerns of seventh to twelfth grade students. Particular care has been taken to provide age appropriate concepts and activities. Teachers will need to exercise judgement, initiative, imagination, and creativity in working cooperatively with students, parents, school administrators, and local advisory council members to develop a local program that will serve the students enrolled in vocational home economics education. The subject area guides are intended to guide, not dictate, the content.

TEACHERS SHOULD NOT EXPECT TO USE ALL OF THE SUGGESTED EXPERIENCES IN ONE CLASS NOR FEEL THAT ALL ARE NEEDED TO TEACH ONE ESSENTIAL ELEMENT (WHICH INCLUDES THE COMPETENCY AND SUB-COMPETENCIES). The variety of experiences included should enable teachers to select and use those teaching-learning experiences that will help students reach the objectives. Many experiences can easily be adapted for use in student occupational experience projects, educational projects of the local Future Homemaker of America Chapter, or adult education.

An excellent source for information on teaching the disabled or handicapped is the book, *Guide to Teaching Special Needs Students.*

MANAGEMENT ESSENTIAL ELEMENTS

Management includes the following essential elements:

1. Concepts and skills related to resources. The student has opportunities to:

   A. Identify types of resources
   B. Explain the concept of resource scarcity
   C. Relate substitutions/trade-offs to utilization of resources
   D. Apply procedures for conserving resources

2. Concepts and skills related to decision making. The student has opportunities to:

   A. Describe the impact of technology on management techniques
   B. Determine sociological and psychological influences affecting decisions
   C. Explain the influence of personal priorities and goals on decision making
   D. Relate the influence of economic systems on decision making
   E. Explain the importance of accepting and sharing responsibilities for decisions
   F. Apply the decision-making process

3. Concepts and skills related to self management. The student has opportunities to:

   A. Explain how management assists in reaching personal and family goals
   B. Explain the management process
   C. Describe the role of management in controlling stress
   D. Relate the effects of changing lifestyles on management roles
   E. Summarize the effects of management on the quality of life

4. Concepts and skills related to time and energy management. The student has opportunities to:

   A. Apply general principles of work simplification
   B. Describe contracted services available to the family

5. Concepts and skills related to career options and adjustments. The student has opportunities to:

   A. Relate personal characteristics to management careers
   B. Describe management practices facilitating individuals assuming multiple roles
   C. Relate demands and rewards of careers in management to personal and family life

MANAGEMENT
UNIT I

COMPETENCY: *Analyze concepts and skills related to resources.*

SUB-COMPETENCIES:

Identify types of resources.

Explain the concept of resource scarcity.

Relate substitutions/trade-offs to the utilization of resources.

Identify procedures for conserving resources.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
I. Identifying and using resources A. Types of resources	Have students read and find definitions, in textbooks and dictionaries, of terms related to resources including land/natural, labor/human, and capital goods. Read the definitions aloud and compose a class definition from the ideas presented.[B] Have students view Teaching Aid 1 on the three types of resources, land, labor, and capital. Conduct a brief discussion on each of these resources. Divide the class into three groups and assign each group one type of resource (land/natural, labor/human, or capital goods). Have each group elect a leader and develop guidelines for the efficient use of the group's assigned type of resource. Have the leader report to the class on the guidelines developed by the group.[C]
1. Land/natural resources a. Natural surroundings	Have students read and report on magazine articles or textbook information related to the use of natural land resources. Include topics such as air, water, energy sources, and land uses for aesthetics, health, and production of goods and services. Reports may be oral and/or written so that students can be evaluated on communication skills as well as knowledge of the topic.[B] [C] Ask students to discuss the value of natural resources such as birds, animals, and fish. Begin the discussion with the following KEY QUESTIONS: Who owns these resources? Who controls and protects these resources? Why is it necessary to have controls? What would be the impact of improper controls of natural resources and an animal population imbalance?
b. Social/service organizations	Ask students to identify some social/service organizations in the community or city that are considered valuable resources. Discuss

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

the services these organizations provide for the community. KEY QUESTIONS: Would these services be available without the organizations? Who would provide them? What would the costs be? Who would pay the costs?

Invite a panel of speakers from several local service organizations that provide community services to talk to the class. Ask each participant to describe the community services that the organization provides. Have students prepare questions for the panel before class.

c. Economic institutions

Discuss with the class the importance of resources such as: manufacturing plants, privately owned companies and businesses, banks and savings institutions, corporations, etc. KEY QUESTION: What are the major resources provided by economic institutions? (Answers should include jobs, commerce, goods, and services).

Have students work in groups and try to estimate the effect on the community if all economic institutions were to be closed. Have them estimate how many jobs would be lost and project the effect on goods and services. Ask each group to elect a leader to report to the class.[C]

d. Governmental institutions

Ask students to brainstorm and list on the chalkboard all the governmental institutions (federal, state, and local) that are resources in your community. Discuss the goods and services provided by the institutions listed.

Have students volunteer to investigate how many jobs are provided locally by governmental institutions. This might be done by telephone or personal interview with the Chamber of Commerce, mayor's office, Employment Commission or other offices. Report and total in class.[B]

e. Community facilities and services

Have students identify community facilities and services that provide resources for citizens. Compile a list. Have students analyze the list to determine if there are services that are not being provided. KEY QUESTIONS: What should be done if other services are needed in the community? Could FHA/HERO provide the needed service or invite other groups in the community to take action?[C]

FHA/HERO members might compile and reproduce a complete list of goods and services available in the community. The list could

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[C] = Common Essential Element
[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	be handed to new students and their families as a community service project.[B] [C]
2. Labor/human resources	Have students read textbooks and other materials to identify the different types of human resources. Discuss the readings in class and develop a list of human resources. Have students discuss the differences between assets and resources. Consider the similarities and differences in the terms.[B]
	Brainstorm with students to identify resources available to the family in each stage of the life cycle. Have students view Teaching Aid 2 on the Family Life Cycle for additional discussion ideas. KEY QUESTIONS: During which stages are the resources of time, energy, and skills likely to be most plentiful? Least plentiful? How would resource availability affect the family in the beginning, expanding, and contracting stages?
	Discuss with the students how a single person or a childless couple would be affected by the family life cycle. KEY QUESTIONS: Which stages would be the same or very similar? Which stages would be deleted? Have students draw pie charts depicting the family life cycle for a single person family or a childless couple family.[B]
a. Skills	Ask students to discuss how individuals and families can utilize personal skills as a resource. Use Teaching Aids 3 and 4 on skills to stimulate the discussion. Evaluate students on oral communication skills.[C]
	Have students prepare a list of skills possessed by each member of their families. Have them include skills such as: plumbing repairs, car care and minor car repairs, house painting and paper hanging, sewing, knitting, crocheting, house cleaning, child care, lawn care, pet care, etc. KEY QUESTIONS: If family members do not have some of these skills, will they have to pay money for someone else to make the repairs or provide the care or service? Have students estimate the cost per hour for buying the skills on their lists.[B]
b. Energy	Discuss with students how human energy levels vary in different individuals. Point out the effects of loss of sleep, poor nutrition, illness, depression, and stress on energy levels. KEY QUESTIONS: Would changes in energy levels be permanent or temporary? What situations could cause permanent changes in an individual's energy level?

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Conduct a survey within the class to determine at what time of day students report having the most energy. KEY QUESTIONS: What makes some individuals more energetic in the morning and others in the afternoon? Can an individual increase energy levels by good health habits? Does exercise tend to increase or decrease energy levels?
	Ask students to read an article in a current magazine or reference book on stress and/or the management of stress. Report to class on the article read. KEY QUESTIONS: Why is it important to manage stress? Can all stress be avoided? Can some stress be positive? What are some sources of stress for teens? Evaluate students' communication skills.[B] [C]
c. Time	Ask students to complete the following statement: "I never can find time to...." KEY QUESTIONS: Is the task mentioned in the completed statement something that is expected or required or is it something you would like to do? What are some enjoyable ways of spending time? What kinds of things prevent your time being spent on things you like to do?
	Ask students to react to the following statement: "The only resource that everyone has the same amount of is time". KEY QUESTION: If the statement is true, why do some people get more done in the same amount of time?
	Have students develop a questionnaire for use in interviewing adults, representing different kinds of families and different stages in the family life cycle, to identify demands on time during the different stages. KEY QUESTIONS: What are the most time-consuming aspects of your weekly routine? How are homemaking responsibilities divided among family members? How much time is spent on homemaking tasks? What outside activities do family members participate in regularly? How much time is spent in these activities? Discuss the results of the interviews in class. Have students prepare a chart depicting common demands on time during each stage of the family life cycle. Evaluate students on communication skills.[B] [C]
	Invite some student leaders who are involved in many school activities to speak to the class on how they manage their time. Have students ask the guests how they divide their time for study, school activities, social life, and family activities. KEY QUESTIONS: What techniques for managing time effectively do they use? Can you use the same techniques?

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
d. Knowledge	Discuss with the class knowledge as a resource. Include in the discussion common sense, knowledge gained from experience, knowledge gained in school, and knowledge available from libraries and reference books. Have students give examples of successful people who have gained and utilized knowledge from these different sources. Examples: Will Rogers, humorist (common sense), Boris Becker or Tracy Austin, tennis (experience), Barbara Jordon, politician and educator or Sandra Day O'Connor, Supreme Court Justice (school), Abraham Lincoln, president (books), etc. Have students list ways that knowledge can save a family money or be used instead of money. Example: Knowledge of how to fill out and file income tax could save paying someone else to prepare it.
e. Attitude	Invite a representative from an employment agency, or a personnel director from a local company, to speak to the class on the importance of an employee's attitude to potential employers. Allow time for students to question the speaker on the relationship between attitude and dependability, punctuality, and productive work habits.[C] Ask students to discuss how attitudes of family members may influence the families attainment of goals. Reinforce important ideas with the following KEY QUESTIONS: Why would family members need to agree on goals to begin with? Can attitudes be changed? Who influences attitudes? Who has the ultimate responsibility for attitudes?
3. Capital/economic resources	Discuss with the class the following statements regarding capital/economic resources: 1) Earnings from labor (human effort in the production of goods and services) is the major source of income in the United States. 2) Earnings may be in the form of wages, salaries, commissions, tips, and/or fees. 3) Some people earn income, in the form of rent, from owning land or property. 4) Some people earn income, in the form of interest, from owning or lending money for capital. 5) Capital includes buildings, equipment, tools, and machinery used to produce other goods and services. 6) Earnings from buying and selling of stocks, bonds, futures, etc.

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Ask students to identify the different economic resources available to their families. KEY QUESTION: How are the resources effected by: 1) Supply and demand or other economic conditions and principles? 2) Geographical location? 3) Season of the year?
a. Money income	Show Teaching Aid 5 and explain the circular flow of income and each individual's three economic roles of worker, consumer, and citizen. Use Teaching Aid 6 to stimulate class discussion of money resources and their impact on the economy. Cite examples of goods and services where demand and price is low, where demand and price is high, or those that were once high and are now low. Discuss government regulations regarding minimum wages, student worker wages, and overtime pay. KEY QUESTIONS: How do these regulations influence the money income of most families? Would wages tend to be higher or lower without government regulation?
b. Transfer payments	Ask students to study the following definition: *Transfer payments* are payments of money, made by government or businesses, for which no goods or services are currently produced. Have students give examples such as: social security, pensions, farm subsidies, welfare, etc. Discuss where government or business gets the money for transfer payments. Have students find out the amount of the average social security payment to a retired individual and the average social security payment to a retired couple. KEY QUESTIONS: When are increases made in these rates? On what information is the increase based? Why should people plan to have other sources of retirement income? What may happen to the social security system when more people are receiving payments than are contributing?
c. Wealth	Have students describe their concept of *wealth*. Then compare to the following definition: Wealth consists of all the tangible goods having monetary value owned at a given time. KEY QUESTION: Were your concepts based on what you currently own or on what you hope to own in the future? Discuss. Discuss why people generally want to acquire more wealth than they currently own. Have students list ways to increase wealth.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
d. Non-money income	Ask students to identify goods and services available to families that would come under the category of *non-money income*. Discuss the following definition: Non-money income includes the goods and services one produces directly for personal or family use or receives in exchange for work. Have students review their lists and delete or add any items necessary to match the definition.[B] Have students give examples of non-money income. Some examples are: growing a vegetable garden, freezing or canning vegetables or fruits, forming a child care exchange, etc. Ask students to estimate the money value of some of the actual examples named in class.[B]
B. Resource scarcity	Discuss with the class the fact that all resources are limited and that needs and wants of both individuals and nations always exceed the amount of available resources, thus creating scarcity and the need for economizing. Have students find information related to how the market economy determines the utilization of available resources in the most efficient manner. Information should include the following points: 1) What to produce - demand for goods and services determined by consumer spending. 2) How much to produce - amount of goods and services determined by consumer spending. 3) How to produce - the use of production services in a process to satisfy wants. 4) How production is shared - payment for labor and materials depending on how consumer wants are satisfied. Divide the class into three groups. Assign group leaders and topics on one of the major resource categories (land/environment, labor/human, capital/economic). Have each group gather information regarding scarcity of a resource in that category. The class might need to meet in the library, depending on the references available. Schedule reports for the following day, allowing about ten minutes for each group report and about five minutes for discussion and/or questions. Evaluate students on communication skills and leadership qualities as well as knowledge of the assigned topic.[B] [C] Ask students to discuss the following statement: "The choice of using a resource to satisfy one want means losing the choice of

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

using that same resource to satisfy another want." Example: If a family buys a new appliance or automobile, the same money cannot be used to buy new clothes. Ask students to give other examples of this statement. KEY QUESTIONS: How would this same principle apply to the resource scarcity of a nation? If a nation increases its defense budget, what may be the effect on domestic spending?

Discuss resources that families use to satisfy their needs and wants and how scarcity of these resources may be dealt with by different families based on their values and goals.

C. Using substitutions and trade-offs

Have students complete one of the following statements: "If I had to have a new pair of jeans by Saturday night, but I didn't have the money to buy them, I would..." or "If I had a date for Saturday night, but had no car, I would...." Discuss the responses in class and relate the options to using resource substitutions or making trade-offs of one resource for another.

Ask students to work in groups and develop mini-skits or role play illustrating ways families use substitution of resources to achieve their goals. Examples: 1) When the price of beef or pork goes up the family may eat more chicken, fish or legumes. 2) When the price of oil or heating fuel is up, families may switch to wood burning stoves or solar energy. 3) A family may trade baby-sitting duties with another family instead of paying money for a sitter. Have the students present the skits in class and then discuss other alternatives the families might use.[B]

Discuss substituting one human resource for another by asking students the following KEY QUESTIONS: How could knowledge help a family save money? How could knowledge help a family save time and energy? What resources might be used to conserve human energy? How can the energy of children in the family be utilized? What skills might help a family save money? How can time be used to acquire or increase other resources? What resources might be used instead of time when time is limited?

Have students analyze the resource options that might be used in the following situation: a child in the family needs a costume for school play. The family can: buy or rent a costume, make a costume, adapt and/or alter another costume, or ask a neighbor who sews to make the costume in return for baby-sitting time. Write a paper explaining the resources that would be required in each of the alternate solutions. Include other options which could be used to provide the costume. KEY QUESTION: Would any of

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	these options involve substitution or trade-offs? Explain. Evaluate students' communication skills.[B] [C]
	Ask students to bring newspaper articles and/or news magazine articles to class that are related to a resource substitution or a trade-off at the world, national, state, or community level. Review the articles briefly in class and identify the substitutions or trade-offs.[B]
	Discuss the example of the nation spending large sums on the highway system for personal automobiles rather than spending on public transportation. KEY QUESTIONS: Is this a trade-off? Are personal cars the most cost effective way to transport people? Why or why not?
D. Conserving resources	Have students work together in groups to discuss ways of conserving various resources. Have them elect a group leader and then work together to identify resources that are often wasted by individuals and families, such as time, energy, money, community resources, and natural resources. The groups should select one resource and suggest several ways to conserve that specific resource. Have the leader report to class. Evaluate students for leadership and communication skills in addition to report content.[C]
1. Land/ environmental	Ask the agriculture teacher, extension agent, or soil conservation specialist to speak to the class on ways agriculture promotes conservation of land and environmental resources. Have students prepare relevant questions before class.[B]
	Discuss in class the availability of water resources in your county and state. Experts predict that the next major resource crisis may be a shortage of clean, usable water. KEY QUESTIONS: Do you agree or disagree that there may be a water shortage? What plans are being made with regard to conserving water? Are any bills related to water pending in the state legislature? How might the predicted shortages affect the future economy? How will agricultural production be affected by a water shortage?
	Ask students to read current news stories and bring to class articles related to protection of the environment. Topics might include: air pollution, water pollution or scarcity, endangered species, solar energy and fossil fuels. Have students give a synopsis of the articles they found. Evaluate communication skills in addition to content.[B] [C]

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Discuss the value of lands designated as parks or recreational areas (national, state, and local) and forests. KEY QUESTIONS: What government agencies control and regulate use of these areas? As the population grows and more space is required for cities, where will the land come from?
	Divide the class into five groups. Assign each group one of the following topics to study: 1) Recycling of metal 2) Recycling of glass 3) Recycling of paper 4) Disposal of chemicals 5) Disposal of trash and garbage These topics could be investigated from the local, state or national point of view. Reports from each group should be given within 3-5 days, and students should be encouraged to use charts, graphs or other visuals to support their findings.[B] [C]
	Demonstrate reading a four dial utility meter for students and give them the following guidelines: 1) Read dials from left to right. 2) If pointer is between 9 and 0, read 9. 3) If pointer is between two numbers, read the smaller number. Have students complete the information on Teaching Aid 7 for evaluation. In addition, students could be given information on the local utility rate and asked to figure the cost of a specific number of kilowatt hours. Discuss what factors affect the rates of utilities.[B] Ask students to read information in various resources to find out the amount of energy required by major appliances. Have students brainstorm and list on the chalkboard ways to conserve energy at home and at school. Include suggestions for the following categories: heating, lighting, air conditioning, use of refrigerators and freezers, use of dishwashers, use of ovens and ranges, use of washers and dryers, and hot water use.[B]
2. Labor/human resources	Discuss with the class conservation of the human resources of time and energy. Also discuss reasons for saving time and energy. Examples: time saved when doing routine chores might be spent on recreation or reading a book; physical energy saved by using a

[B] = Basic Skill Renforcement
[C] = Common Essential Element

power mower, instead of a manual mower, to cut grass might be spent playing tennis or swimming.

Have students define the phrase *work simplification*. Find current magazine articles on work simplification techniques for homemaking tasks. Read the articles and report to the class. Or read *Cheaper by the Dozen* by Frank B. Gilbreth and Ernestine Cary. Report to the class on work simplification methods implemented by Mr. Gilbreth in his home while raising twelve children.[B]

Have students make a time plan that would enable them to manage time more effectively. Ask students to follow their plan for two days. Have students evaluate to see if the plan helped them manage time more effectively by answering the following KEY QUESTIONS: Was each task accomplished? Was too much or too little time allowed? Was the plan followed most of the time? Why or why not? Can the tasks that were not accomplished be rescheduled? How could time spent on some tasks be shortened? Were periods of light activity interwoven with periods of heavy activity? Could a more workable plan be developed based on this experience?[B] [C]

Ask students to read references and determine the differences between physical and psychological fatigue. Then discuss in class the following KEY QUESTIONS: Is physical energy related to psychological factors? Does one's mental attitude affect physical energy? Have students name examples of activities that require much physical energy but do not make one feel tired. Also name examples of activities that may not require much physical energy buy may make one feel very tired.[B]

3. Capital/economic resources

Discuss with students the value of a wise spending plan in conserving personal finances. Ask students to make a one week spending plan based on the amount of money they will have from allowances or earned income. Have students follow their plan for one week and then evaluate the results. KEY QUESTIONS; Was the plan followed? Was the plan satisfactory? Why or why not? Would you be able to make a better plan based on this week's experience?[B]

Discuss options families may have if their spending plan does not balance with their income. KEY QUESTIONS: Would it be possible to increase the income? How? Would it be practical to decrease spending? How? Have students give some examples.

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Ask students to read an article on the state or national spending plans or budgets. Report to the class. KEY QUESTIONS: Who makes spending plans for the government? What length of time does the plan cover? Who is responsible for seeing that the plans are carried out? Are adjustments made more often by increasing the income (taxes) or by decreasing the spending (cuts in programs or services)?[C]

[C] = Common Essential Element

MANAGEMENT
UNIT II

COMPETENCY: *Apply concepts and skills related to decision making.*

SUB-COMPETENCIES:

Describe the impact of technology on management techniques.

Determine sociological and psychological influences affecting decisions.

Explain the influence of personal priorities and goals on decision making.

Relate the influence of economic systems on decision making.

Explain the importance of accepting and sharing responsibilities for decisions.

Apply the decision-making process.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
II. Using decision making A. Technology and management	Ask students to collect newspapers or magazine articles dealing with new technologies. Examples are computers, compact disc players, bar code readers or scanners, video cassette recorders, satellites, and electronic banking. Discuss some of the articles in terms of how this new technology influences management techniques. KEY QUESTIONS: Does this technology enable you to have more time for other activities? Does it require more or less manpower to handle situations? Are tasks simplified or made more complex? If more complex, is the result of the task improved in proportion?
1. Identifying technology	Have students use references to define *technology*. Discuss the definitions in class and arrive at a consensus class definition. To illustrate the definition have students contrast homes, businesses, and schools of today with those of ten and twenty years ago and identify some examples of technological change evident in these cases.[B]
2. Technology in banking	Have the students brainstorm and compile a list of current trends in technology. Discuss each idea and point out possible applications and its influences on management practices. An example is the Electronic Funds Transfer, which has several applications such as direct-deposit programs and banking by phone. These applications influence management by making banking more convenient for consumers.

[B] = Basic Skill Reinforcement

CONCEPTS

LEARNING AND EVALUATION EXPERIENCES

Introduce the class to the term *Electronic Funds Transfer*. It is the use of a computer to transfer funds quickly and efficiently. Describe the features of the system and ask students for examples of this system in the community. The point-of-sales machines allow retailers to use a customer's identification card (called a debit card) and automatically tell if the customer has enough money in his or her account to make the desired purchase. The automated teller machines have the ability to give cash, receive deposits, and report balances. Phone banking allows the consumer to pay bills by dialing the computer directly on a touch-tone phone. The consumers simply punch in the numbers of the bills which they wish to pay. The direct-deposit program is the use of a computer to automatically have a person's payroll check deposited. Ask students to discuss situations in which Electronic Fund Transfers are being used locally and in other locales.

Have the students contact the local financial institutions (including banks, credit unions, savings and loan offices, etc.) to find out the costs of overdraft checking accounts. Instruct students to contact banks that offer the service of transferring funds from a savings account to a checking account to prevent overdrafts. Ask students to compare the pros and cons of each method and report the findings to the class. Evaluate students' abilities to communicate orally, as well as the content of the reports. KEY QUESTION: What are the benefits in terms of cost and convenience?[C]

Ask students to interview five consumers regarding the use of a debit card in the marketplace. Remind the students to inform the consumer that a debit card would replace checks and cash. Have each student compile a list of advantages and disadvantages based on interview responses. Discuss the lists in class and list on the board the most popular responses.[C]

Invite a local banker to class and/or FHA/HERO meeting to speak to the students about the use of debit cards in the local area. Ask the speaker to address the following areas of concern: protection against stolen cards, financial information confidentiality, ability to return purchases made with a debit card, service charge for the card, and availability of retailers set up to accept the card.

Ask students to observe whether or not the Electronic Funds Transfer System is being used when they visit a local bank. Remind the students to ask or look for automatic teller machines, direct deposit, etc. Encourage students to ask employees questions for a better understanding of the system in use. Report to the class.[C]

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
3. Technology in retail businesses	Bring to class several products from a grocery store which display the Universal Product Code (UPC). Pass the products around the class and explain what the ten digits mean. The first five identify the manufacturer and the last five identify the line item. Each product has its own unique UPC. Ask for examples of where students have seen this in use. Ask the students to visit a local grocery store that utilizes an automatic checkout system and have them observe and ask a store employee the following KEY QUESTIONS: What form of an optical scanner is used? Approximately what percent of your products have UPC? Does the scanner provide inventory updating as well as print the prices of items and item number? How long has your system been in operation? What has been the response of the customers to the use of the scanner? Have the students list ways the automated checkout system can be beneficial to the consumer and store. Some examples of benefits include shorter checkout lines, reduced prices, reduced errors by the cashier, time saved, labor saved, and more accurate inventories. Have students list disadvantages such as no item pricing and higher prices. Have the students write brief evaluations of this system in terms of its efficiency. Discuss the evaluations in class. Check the written evaluations for content and display of communication skills.[B] [C] Have the students visit two grocery stores, one that is automated and one that is not. Have them evaluate the stores in terms of efficiency and management techniques. Have the students consider check out lines, prices, cashier efficiency, etc. Ask students to write brief reports describing which one they preferred and why.[B]
4. Technology in the home	Have the students brainstorm and list items in homes that represent new technology. Examples include VCR's, home security devices, digital thermometers, remote control television, mobile telephones, satellite dishes, computers, compact discs, and microwaves. Discuss in class ways these items could improve management. For example, a microwave used for preparing food could be faster than the conventional oven and allow more time for other activities; digital thermometers allow for more efficient use of energy and better management of household utilities. Have students consider what life would be like before these items were invented. KEY QUESTIONS: Was life simpler then or now? In what ways was life different?

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students brainstorm and compile a list of items in the home that are computerized. Discuss items in the home that are computerized which people may commonly not realize are even there. Examples are as follows: microwave ovens, dishwashers, washing machines, cars, automatic setback thermostats, programmable hand-held calculators, and computerized games and devices.
	Have students write and present mini-skits or role plays which illustrate an activity performed in the home such as preparing a family budget, cleaning a bedroom, organizing family members' schedules each week, etc. Following the presentations, ask the students to analyze each situation that was presented and decide if the activity could be done easier or more efficiently through the use of the new advances in technology. Evaluate the skits and role plays on the basis of demonstrating effective communication skills and on the content.[B] [C]
	Ask the students to keep a daily log for one week. Have students write down each time they completed a task at home. Instruct them to record a star by those tasks that were completed through the use of a new technology. At the end of the week have the students analyze the log and think of ways to have improved the tasks without stars by utilizing a new technology.
	Invite a home economist to class or a FHA/HERO meeting to discuss ways new technologies impact management techniques in the home. Have the home economist describe the newest technology in the field and give examples of its use and benefits.
5. Management techniques	Have the students brainstorm and list personal managerial responsibilities and rank these in order of importance. Exchange ideas of effective management practices. As a follow-up exercise, ask students to interview five individuals who are considered to be "good managers" to collect ideas for effective management practices. Have students share summaries of interviews in class.[C]
	Have students interview a home computer user to discover what computer software is available in the area of management. KEY QUESTIONS: Was the software used worthwhile? What problems were encountered? What advantages were gained? Would the software be recommended to others?
	Discuss with the students the four steps in the management process including planning, controlling, implementing, and evaluating.

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	KEY QUESTIONS: How does decision making relate to each of the four management process steps? Would more decisions be required in the planning step than in the other three steps, and if so why? Assign the students a paper to write on a situation which illustrates the four steps in the management process. Examples: a family outing, a project for the FHA/HERO chapter, and a menu. Refer to Teaching Aid 8 showing the four steps. Check the paper for content, as well as effective communication.[B] [C]
	Have students use references to define *control* as it relates to putting plans into action. KEY QUESTIONS: Does it mean the supervision of the plans? How does control differ in a family situation and a business management situation? Why is control a necessary part of management?[B]
	Have the students discuss control devices that are used every day in the household to aid families in the management process. Examples could include: thermostats, speedometers, clocks, timers, calendars, etc. Have students consider what life would be like without these controls.
	Have students use references to define *implementation*. Lead the students in a discussion of the many decisions that must be made in order to implement a plan. For example, in planning a FHA/HERO trip to the state leadership meeting, choices must be made before implementing in regard to accommodations, transportation, departure time, etc. Show the students Teaching Aid 9 which illustrates this principle.[B]
	Have students use references to define *evaluation* and discuss how it is involved in the management process. Have the students practice evaluating a management problem that was solved recently. KEY QUESTIONS: Did you make the best possible use of resources? Were the decisions and/or plans in keeping with beliefs? Did you achieve the goals made? Were set standards met? Have students prepare a brief report and share it with the class. Evaluate students on demonstration of effective oral communication.[B] [C]
	Have students interview parents and grandparents on ways change and technology have affected their lives and, more specifically, the management techniques. Have students ask what problems have resulted and how they coped with those problems. Have students ask questions concerning predictions of upcoming changes such as shopping at home via the computer. Discuss findings in class.

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
B. Influences that affect decisions	Have students orally express their reactions to the following statement: "Even the best decisions are seldom perfect, but they are better than poorly made decisions." Ask students to give several examples of when a good decision might be a poor decision in another situation. Examples might include using credit, making decisions about the use of time, etc. Have students outline influences which would affect the satisfaction achieved from a decision.
1. Sociological influences	Have students brainstorm for possible sources of information that are available to most individuals and families and would aid in making decisions related to topics such as housing, money, automobiles, food, etc. Ask students to consider if there are any sources of information that would aid in decisions related to the use of time and energy. List possible sources of information on he chalkboard. Answers could include the following: National Association of Realtors (NAR), *Blue Book Market Report*, and magazines such as *Money*, *Consumer Reports*, and *Changing Times*.
	Provide the students with a problem on which to gather information for making a decision or finding a solution. Encourage students to find at least five reliable sources of information on the topic. Reliable sources could include magazines, books, people who are familiar with the topic, etc. Have students report to the class the information found. Examples of problems are: choosing where to attend college, buying a used car, planning a safe diet for losing ten pounds, buying food for a family of four for seventy dollars per week, choosing a career, what classes to take next year, choosing a job, etc.[B]
	As a class project, ask students to assemble a bulletin board or display table of sources of information for making decisions. It should include current magazines, articles from newspapers, and federal government bulletins.
	Have the students select a home appliance (either a large or a small appliance) and gather information on brands available, prices, uses, accessories, sizes, colors, maintenance, etc. Remind students to consider how practical the appliance would be for their personal use. Have students prepare a chart showing the information they found and orally tell the class how the information would affect their decision if they were buying the appliance. Evaluate the students' oral responses in terms of communication ability.[C]

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Instruct students to observe communication and interaction processes during a group meeting such as FHA/HERO. KEY QUESTIONS: Were decisions reached effectively? What communication skills were used by group leaders to achieve goals of the agenda and make decisions? Would communication and interaction guidelines be helpful and practical in groups as well as in families, and if so what guidelines would be recommended? Have students practice using the communication guidelines with a partner and in groups.[C]
	Have the students conduct research to discover how various cultures differ in making decisions regarding mate selection and marriage. Discuss what effects various beliefs, goals, and standards have on making a decision. KEY QUESTION: Who makes the decisions and what information is the decision based on? Cultures that might be researched include: Black, Spanish, Indonesian, Jewish, Japanese, and Arabian. Have students write a report summarizing findings from the research and compare their own culture to the one researched. Evaluate the papers in terms of content and demonstration of written communication skills.[B] [C]
	Show the students Teaching Aid 10 on choosing the best alternative for a problem. Have students brainstorm for other alternatives to solve the problem. Ask the students which alternative they would select. KEY QUESTIONS: What effect could the amount and availability of resources (time, money, skill, equipment, facilities) have on the decision? What effect might past experiences have on the decision? What effect does the decision have on your goals and the goals of others?
2. Group influences	Have the students use references to form a class definition of *group decisions*. Clarify that a group decision is a decision that is made cooperatively by a group or family and affects all the members.[B]
	Show the class Teaching Aid 11 which illustrates factors which determine who makes decisions. KEY QUESTIONS: Who is involved in reaching the decision? Why are some members involved to a greater degree than others? Who will make the final decision and why? Have students think of and describe in class decisions a family might make as a group such as where to go on vacation, where to live, or if the teens should take part-time jobs.
	Have the students create a role play depicting a family decision, striving to present each family member's viewpoint objectively. Examples of role plays are as follows: choosing a family pet,

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

choosing what movie to watch, making a family task schedule, choosing a family car, etc. After each role play conduct a class discussion in which students are asked to describe a satisfactory group or family decision including the adjustments made by at least some of the family members. KEY QUESTIONS: Were the steps in decision making followed in reaching the decision? What compromises were made? Was the decision satisfactory to all members?

Have the students compare the roles of parents as group leaders and the roles of children in the following decisions: a parent preparing dinner, a child buying his or her own snack, parents buying a child's birthday gift, and the assignment of home care tasks. KEY QUESTIONS: Are there differences in responsibility for these two roles? Are there differences in the goals to be reached? Have students explain how the ability to communicate and interact with others can help them reach group decisions.

Discuss the effects of peer pressure on decision making. Ask students to think of past decisions that could be attributed to peer pressure. KEY QUESTIONS: Was it a hard decision to make? Did you have mixed feelings about the decision? If you had the chance to make a similar decision, would the same choice be made? Did the decision go along with present goals and beliefs? Was the decision a positive or negative experience? How can peers help you make decisions? When is outside guidance needed in decision making? Have students write a paper about the affects of peer pressure. Evaluate students' written communication skills.[B] [C]

Discuss ways groups can arrive at an agreement while still considering group preferences and welfare. Introduce the following methods commonly used: 1) arriving at a general agreement or consensus, usually by means of a group vote or discussion, 2) considering at least two different viewpoints in reaching a decision, referred to as a compromise, and 3) placing problem issues aside for a time and dealing with less difficult issues. Review the use of parliamentary procedure in reaching group decisions and have students demonstrate ability in parliamentary procedure.[C]

3. Psychological influences

Conduct a class discussion regarding the effect of past experiences on decisions that will be made in the future. KEY QUESTIONS: Do people learn from mistakes? Do they also learn from successful experiences? Ask students to think of past experiences that influence decisions they make now.

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have the class look in resources such as textbooks and the dictionary for definitions of *goals*. Discuss the definitions in class. Have the students give examples of how short-term goals can be prioritized to achieve long-term goals. For example, attending the upcoming FHA/HERO meeting can be a short-term goal prioritized to meet a long-term goal of becoming a FHA/HERO chapter president.[B]
	Show the students Teaching Aid 13 and ask them to compare the chess game to decision making. KEY QUESTIONS: What is the goal of the game? How do beliefs help guide one to the goal? What resources can be used to reach the goal? Have students give example of how beliefs, goals, and resources influenced them in making a recent decision.
1. Establishing priorities	Have each student list two needs and two wants that are important and have students explain briefly the choices. Ask students to decide which need and which want would be satisfied first and why.
	Have the students choose a goal that they want to reach (for example buying a car, graduating from high school, and making the varsity basketball team). Have students make a list of measurable activities that can be done to reach the goal. Instruct students to go through the process of sorting the activities into priorities as described in Teaching Aid 12. After students have completed this process, have students write a plan and set a date for achieving the goal.[B]
	Ask the students to consider a situation where a family or an individual has more needs and wants than present resources will satisfy. Ask for examples of how the most important needs and wants can be determined and discuss each example cited. List these examples on the board and rank them in order of importance. Emphasize the importance of prioritizing needs and wants and establishing goals. Assign the students a brief essay to write in which they discuss the way they would personally handle the above situation. Evaluate each student's ability to communicate effectively in an essay.[B] [C]
2. Establishing goals	Have the students list several short-term goals (less than one year) and several long-term goals (two to ten years) that they would like to achieve. Have students examine the list and rank the goals in order of importance. KEY QUESTION: Are some goals more important than others?

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have the students think back and prepare a list of five past experiences that taught them a lesson. Examples of possible experiences could be: borrowing a friend's new shirt, getting a new job, and buying a car. Have them divide the list into positive and negative experiences. Discuss some of the experiences in class. Ask the students the following KEY QUESTION: How will the pleasant or unpleasant nature of these experiences influence future decisions?
	Discuss how the number of alternatives can influence decision making. To stimulate discussion divide the class into small groups and assign each group one example of a decision. Examples might be deciding: what to wear, what movie to see, what type of used car to buy, what career to pursue, what college to attend, etc. Have students brainstorm and list all alternatives and discuss within the group how these alternatives influence decisions. Remind students about uncommon alternatives. Have the group elect a spokesperson to report summaries of the group's discussion to the class.[C]
	Have the students write a one page report on how the ability to adapt to change and to be flexible contributes to a person's decision-making effectiveness. Ask students to consider other personal attitudes that effect decision making. Evaluate the paper in terms of content and communication effectiveness.[B] [C]
	Briefly review the definition of *self concept* with the students. Discuss the importance of a person's self concept in decision making. KEY QUESTIONS: What characteristics are common to people who are generally indecisive? What characterizes a decisive person? Which type of person - indecisive or decisive - seems better able to handle problems?
	Invite a counselor to a FHA/HERO meeting to present a program on assertiveness training. Ask students to be prepared to participate in the program. Have the students take notes on the skills necessary to improve assertive behavior for class discussion purposes.
C. Influences of personal priorities and goals on decision making	Have students use references to define *priority*. KEY QUESTIONS: How does establishing priorities relate to meeting personal needs and wants? What are the various methods different people use to set priorities for needs and wants? Have the class view Teaching Aid 12 which describes the establishment of priorities. Discuss what happens to lower priorities as higher priorities are reached.[B]

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Instruct students to use the goals listed in the previous activity and group each long-term goal with the short-term goals that are necessary in order to reach the long-term goal. Have students analyze the groups and determine if some of the short-term goals need to be modified in order to reach the long-term goals. An example of a goal needing modification would be as follows: A long-term goal is to play on the state championship basketball team. A short-term goal is to win the game on Friday night. However, another short-term goal must take priority over this one. The English test must be passed first to maintain eligibility and ensure another long-term goal of graduating from high school. Graduation from high school could ensure one of two long-term goals, going to college or getting a desired job. Have the students ask other family members to list short-term and long-term goals and compare the list to the list of goals made in a previous activity. Ask students to determine which goals are individual or personal (related to only one family member) and which are family goals (those toward which the entire family must work). An example of a family goal is saving money to purchase an item that would benefit the whole family. An example of a personal goal is setting a personal time management schedule and following it. Instruct students to discuss the lists of goals with family members to determine if there are any differences in the reasons for working toward a particular family goal and why. In class discuss the students' findings. Ask the students to participate in setting goals for the FHA/HERO chapter for the year. KEY QUESTIONS: What are your personal goals as an FHA/HERO member? What goals are emphasized in FHA/HERO? How do these goals relate to the chapter goals? Have the students read a short article from a magazine such as *Choices*, *Good Housekeeping*, *Newsweek*, or *McCalls* in which families and their goals are featured. Ask students to write a paper describing the way the family determined its goals.
3. Relating goals and priorities to decision making	Videotape a television show that is based on a family situation such as "The Cosby Show" and "Family Ties." Have students view the show in class and list the goals and priorities that they observed. These goals and priorities are represented by the characters' standards. Divide the class into groups and ask students to analyze the relationship between the characters' goals, priorities, and standards and the way they manage situations as they arise. Have the students discuss their group analysis in class. Assign the reading of the short story "Gift of the Magi" by O'Henry. In class discuss the importance of communication

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	between family members in reaching goals and developing priorities and how this affects decision making. Ask students to discuss whether the story could have had a happier ending if the couple had discussed their priorities.[B]
	Show students Teaching Aid 14 which suggests questions that help determine whether goals and priorities have been reached. Discuss the question at each level and ask students to think of other possible questions to ask themselves. Also discuss how each of these questions could influence future decisions.
	Ask the class to evaluate a decision that was made and carried out recently. In the evaluation have students answer the following KEY QUESTIONS: Were the goals met? To what extent were they met? What changes would you make now in the original decision or in the way it was carried out? Were the goals reasonable? Did you prioritize the goals in an appropriate manner before working toward the goals? What did you learn from this decision that can be applied to future decisions? Were others involved in the decision-making process and if so, in what ways?
D. Influences of economic decisions on decision making	Define *economics* to the class as being a study of the way people choose to satisfy wants and needs. Present the concept that an economic system is made up of people doing two things: 1) people producing goods and services and 2) people consuming goods and services. Ask the class to brainstorm for examples of group #1. Answers could include farmers, bankers, truck drivers, sales clerks, doctors, bakers, insurance sales persons, etc. Then ask students to think of examples of people in group #2. Examples could include shoppers, movie patrons, people having a meal in a restaurant, passengers on a plane, bus, train, or taxi, etc. List the examples on the chalkboard.
1. Identifying economic aspects	Provide each student with a mixed list of producers and consumers. Have the students differentiate between the two by placing a "P" before an example of a producer and a "C" before a consumer. Discuss the responses in class. Have students use pictures from magazines to make a collage based on the responses.
	Invite a person from the community that produces goods (local farmer, truck driver, sales clerk, etc.) to class to be a guest speaker. Ask the speaker to explain the process to produce and/or deliver the goods and services to the public. Have the students prepare to ask questions and ask the speaker to allow time to answer questions. Remind students that all people are consumers, whether they are producers or not.

[B] = Basic Skill Reinforcement

CONCEPTS

LEARNING AND EVALUATION EXPERIENCES

Introduce to the class the purpose of the economic system. Explain the economic system by describing three questions the system has to address: 1) what to produce, 2) how to produce, and 3) for whom to produce. The way an economic system answers these questions determines the type of economic system that is developed. List the four types on the chalkboard. The four types are: 1) traditional, 2) directed or command, 3) free-market, and 4) mixed. Make these key points about each type. *Traditional economy* is organized by habit, custom, and religious tradition. *Directed or command economy* is based on mandated or commanded decisions made by an authority that consists of either a person or a group. *Free-market system* is based on free choice by the general public. The people display their decisions through their buying and selling activities. In a *mixed economy*, characteristics of all three types are present. Usually no type is a pure type.

Ask students to use references to find examples of each type of economic system. Examples of the traditional system are found in India, Kenya, Saudi Arabia, Afghanistan, and the Eskimo culture. Russia, Cuba, East Germany, Poland, and China are examples of the directed or command economy. Examples of the free-market system include the United States, Italy, England, Japan, and Canada. An example of a mixed economy would be when the United States (free-market) imposed rations during World War II. Rationing is found in the command system.[B]

Refer students to Teaching Aid 15 which gives information on the types of economic systems. Divide the class into three groups and have each group write a brief summary about the assigned type of economic system. Have each group elect a group spokesperson to orally report to the class. Evaluate the reports on content and demonstration of effective communication.[B] [C]

Emphasize to the class that the U.S. economic system is based on free choice. Ask the students to react to the following situations where there is no free choice: 1) Mary wants to buy a new record but learns that the government has banned the sale of all records. 2) John leaves his tiny village to go to college. He learns many new techniques that would make his village more efficient in producing goods. When he returns home with the new techniques, he is met with rejection. 3) Susan and Jim want to open a new business but they are told they cannot do so because there are too many businesses already. Discuss the value of living in a country that is based on free choice.

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
2. Economics related to decision making	Have students consider a recent consumer decision that they had to make.(books, clothes, bicycle, etc.) The decision can be one that they had to make or it can be one that was voluntary. KEY QUESTIONS: How did you decide when to buy it, what to buy, where to buy, how much to pay, what brand, what quality, what quantity, etc. Have students prepare a chart displaying a step-by-step progression of their decision making. Have students evaluate the process by asking these KEY QUESTIONS: Should more information have been obtained? Is there room for improvement, and in what ways? Is there a general behavioral pattern that can be changed?
	Have the students assume that they have decided to buy a new stereo for their room. In shopping, they have found that there are many different stereos to choose from. Have the students list the questions one should ask oneself before making a final decision when shopping for a particular item.
	Present to the students information dealing with the two economic conditions of *inflation* and *recession*. Point out that generally, inflation causes prices and employment to increase and in recession the opposite occurs. Ask students to brainstorm ways both of these conditions influence decisions. For example, during inflation people may buy lower priced items and look for sales more than usual. In recession, people may decide to save money as opposed to spending it.
	Divide students into two groups and have one group role play hypothetical situations dealing with inflation and have the other group deal with recession. An example of a role play for an inflation period could be Mary, who works at the local bank part-time for extra spending money, can no longer afford the same weekly magazine because it has gone up in price. Should Mary substitute a lower priced magazine for the one she is reading now? Should she change her spending habits in other areas in order to be able to afford the magazine? Should she cancel her subscription altogether? An example of a situation during recession could be the high school senior John, who has been saving money to buy a new car. Now John is afraid of losing his part-time job. Should he postpone buying the car or cancel it altogether? After each role play have students exchange ways to better deal with each situation.
	Have the students conduct a class poll on economic decision making. Ask students to interview parents or friends about an important economic decision they recently made. Students should ask the following KEY QUESTIONS: What were your goals and how well were they satisfied? What were your alternatives and how did you choose among them? Did you have to give up

anything to make this decision? What resources did you have to use? If you had to make the same decision today, would the same choice be made? Instruct students to put the answers together and write a report describing how some people make an economic decision. Evaluate the report for content and effective written communication.[B] [C]

Have the students list examples of ways that religion, customs, traditions, laws, and culture can influence economic choice. Examples might include dress codes, eating habits, male/female roles, dietary laws, and other standards.

Discuss how the phrase "keeping up with the Joneses" can express an idea that influences economic decisions, the idea being that other people influence our decisions. Have the students list situations in which other people influence decisions. KEY QUESTIONS: Have you ever bought an item just because a friend had the same item? Have you ever bought designer jeans because of the name on the pocket?

Have students work in pairs to investigate the prices of designer clothing items. Instruct students to develop a chart showing the prices for the designer items and the prices for regular or generic clothing items. Discuss findings in class. KEY QUESTIONS: Are the designer clothing items worth the extra money? Do the designer items have special features that would increase the cost? Do the designer items last longer?

Provide the students with the following examples of customs, habits, and fads.

1) "I know somebody who bought his girlfriend an huge promise ring and now they cannot afford to go to the movies on the weekend." (custom)
2) "We always go to the seven o'clock movie. The theater now offers reduced prices for the afternoon show times but we still go at seven." (habit)
3) "When bell bottom jeans were in style, I bought eight pairs. They never fit right and looked bad on me. I finally had to give them away." (fad)

Ask students to study the preceding examples of customs, habits, and fads and then provide three more examples based on students' experiences. Discuss the impact customs, habits, and fads have on economic decision making.

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
E. Importance of accepting and sharing responsibilities in decision making	Discuss with the class the difference between personal and group or family decisions. (Clarify that group decisions are decision made cooperatively by a group or family and effects all the members.) Analyze in terms of the different goals, values, priorities, and standards involved in each type of decision. Have the students think of situations where they made a decision which involved no one but themselves. Then have students think of a group decision that was recently made. Ask students to identify possible benefits in group decisions.
1. Accepting responsibility	Ask the students to react to the following statement: "Your privileges are in direct relationship to the responsibilities you take." Have students list the responsibilities that are connected with a family. Lists could include taking care of family pets, carrying out the trash, and keeping rooms clean. Have students list privileges which a family may allow family members. Have the students discuss decisions that one makes at home for which one should accept responsibility. Bring up the following examples to generate ideas for the students. When John decides to borrow his father's car and then wrecks it, he must be responsible for the consequences. When Mary decides she wants a puppy and agrees to feed it and take care of it, she must be responsible and carry out her promises. Ask students to think of other examples that would require one to accept responsibility. Discuss these examples in class. Have the students keep a daily log of decisions they make for one day. When the day is over, ask them to evaluate their decisions in terms of acceptance of responsibility. Have students write a summary of what was learned from this activity and report the experience to the class so classmates may also learn from the experience. Evaluate students' communication skills during the reports.[B] [C] As a class project, have students develop guidelines for accepting responsibility in decision making. Instruct the students to brainstorm and list situations that require decisions and would involve teenagers such as planning class schedules for the upcoming year, selecting a fundraiser for the FHA/HERO chapter, electing a new FHA/HERO chapter president, or deciding whether or not to find a summer job. Then have the class, through group consensus, decide on ways to handle the situation and show that responsibility has been accepted for the decision. Have the students report their group's findings in class.

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Examples of guidelines are as follows: 1) always list all alternatives, 2) evaluate all alternatives for appropriateness, and 3) once a decision is made, implement it.[C]
2. Sharing responsibilities	Have the students discuss the advantages and disadvantages of making group decisions. Have them brainstorm for techniques to avoid the disadvantages.
	Select a typical family decision, such as whether to go to the park or the movies for entertainment and have students role play the decision. Emphasize the fact that multiple roles of family members affect the way decisions are carried out.
	Present the idea that a family council could play a role in developing individual family members' skills in decision making. Ask the students to think of other means for developing decision-making skills.
	Invite a panel of adults representing various families in the community to speak in class on how their families make decisions. Ask the panel to discuss which family member serves as the supervisor or manager and what roles the children have. Have students prepare questions for the panel before the interview. Assign the students a paper to write comparing the way their family (or other families they know) make decisions with the ways the panel members' families make decisions. Ask students to project the way they will make decisions when they have a family of their own. Check the papers for content and communicating ability.[B] [C]
	Have the class discuss how group decision making in family situations may lead to more satisfying relationships among family members. Then discuss how group decision making may lead to more satisfying relationships between family members and outsiders. Discuss what could happen if a family did not make decisions as a group.
	Have the students write a report on how the use of effective management and decision-making techniques can enable families to adapt more easily to changing scientific, technological, social, and economic conditions. Evaluate the paper for content and communication skills.[B] [C]
	Ask the students to observe the decision-making process in a FHA/HERO meeting. Ask the students to take notes during the

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	meeting to use as a reference during the class discussion. KEY QUESTONS: Were decisions reached effectively? What techniques were used by the group leader to achieve the goals of the agenda? Have students compare the techniques used by the FHA/HERO group to the techniques used in families.
F. Decision making	Have students complete open-ended statements concerning decision making. Some examples are as follows: 1) When I have a big decision to make I . . . . 2) It is difficult to make decisions because. . . . 3) The hardest decision I ever made was . . . . 4) Decision making makes me feel . . . . 5) Today I have to decide . . . . 6) Yesterday I decided . . . .
1. Identifying values	Have students use references to define the term *values*. Discuss the definitions in class and arrive at a class definition.[B] Have each student list ten items which they have and would not like to do without. Discuss with the class what "value" each item indicates. Discuss other possessions or actions which indicate values that might be important to people. Duplicate the value case studies in Teaching Aid 16 for the students. Have students read the studies before class, and then discuss what values are being illustrated. KEY QUESTIONS: What seem to be the values of each family? Are the families' values similar or different? Show and discuss the related values poster in Teaching Aid 17. Discuss with the class how values develop. KEY QUESTIONS: Who had the most influence on your personal values? What values are most important to teenagers today? How are values influenced by your home, school, community, and peer group? How do values affect families and the family's use of money?
2. Identifying goals	Have students use references to define *goals*. Ask students to think about what is wanted out of life. Have students write an essay describing their goals. KEY QUESTIONS: Will goals change as interests change? Are goals based on values? Are your goals different from those of your friends? Do goals guide your decisions?[B] In class, have students view Teaching Aid 18 on short and long-term goals. Then, discuss setting realistic short and long-term

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	goals for a more directed and effective use of resources such as time, money, energy, and abilities. Duplicate and have students complete the chart on values and goals in Teaching Aid 19.
3. Steps in the decision-making process	Have students view Teaching Aid 20 illustrating the steps in decision making. Discuss the steps in class, giving examples of each level. Ask students to list a major decision faced by a family. Do not sign names to the paper. Review the papers and choose one or more decision problems to discuss in class. Have students apply the decision-making steps in each situation and identify some possible solutions. Divide the class into small groups and instruct the students to use the decision-making process to solve an assigned problem. Problems should be those commonly faced by teenagers. Have the groups discuss each of the steps in the decision-making process and reach a solution. Instruct the groups to elect a spokesperson to report to the class the following information: the assigned problem, the process used, and the solution determined. KEY QUESTIONS: What may be the outcome of the decision reached? What other alternatives should be considered? What risks or elements of uncertainty are involved in decision making?[C] Discuss in class the following statement: "Decision making is not easy." KEY QUESTIONS: What are some risks and elements of uncertainty involved in decisions that teenagers face? How can these risks be reduced? Is a decision ever risk-free? Why or why not? Have students view Teaching Aid 21 on Making a Decision. Explain how one decision can affect another. Have the students give examples of situations in which one decision can affect another. Ask the following KEY QUESTION: Why is this fact important in the decision-making process? Ask students to think of a decision made recently and identify the factors that influenced the decision. Share the decision selected with classmates. KEY QUESTIONS: How did you arrive at the decision? Was it based on past experiences, chance, a previous decision, habit, emotion, snap judgement, or some other factor? Classify the decisions shared in class according to the above categories.

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Have FHA/HERO committees elect a committee representative to keep a record of the decision-making steps used to reach committee decisions. Have students evaluate the steps used in terms of appropriateness and effectiveness.

Give each student a copy of Teaching Aid 22 titled Practice in Decision Making. Have them complete the sheet to see if they can apply the decision-making process to a problem of their own or an assigned problem. Evaluate the responses and discuss the responses to the problems in class.

Review the decisions discussed in the previous activity and analyze those decisions by discussing the following KEY QUESTIONS: To what degree was the decision rational? emotional? based on habit or past experience? To what extent was examination of alternatives necessary? What factors influenced the final decision? Is the decision flexible or inflexible? How was the decision influenced by values or goals? When more than one person is involved in a decision, what problems arise?

Ask students to pause and think of benefits from using a systematic method of decision making. Bring out these key points:

1) Enables people to use resources wisely.
2) Limits outside influences.
3) Clearly defines alternatives.
4) Simplifies the decision-making process
5) Provides experience for making future decisions.

Ask students to read a current book or view a current movie or TV program in which one can clearly analyze the decision-making process. Have the students write a report addressing each of the following KEY QUESTIONS: What factors were considered in planning? Who initiated the plan? How many alternatives were considered? What consideration of resources took place? Was the decision satisfactory? How did values and goals affect the decisions? Evaluate the paper in terms of the analysis made and the demonstration of written communication skills.[B] [C]

Have the students think back to past decisions and list those that were systematic on one list and those that were not systematic on another list. Have students compare and analyze the decisions to see of there are any patterns. KEY QUESTIONS: What do the decisions have in common? Why did you make that particular decision? Are you happy with this decision? Did you seek all of the

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[B] = Basic Skill Reinforcement
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CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	alternatives? What could you have done differently? Are you accepting the responsibility for the decision? Have students share their findings with the class.
	Ask students to create role play situations where one student is a salesperson and one a customer. Have students depict the steps in the decision-making process through the role plays. Evaluate in terms of communication effectiveness.[C]
	Ask students to pretend that they have decided to join the band and must find the best way to get to and from after-school practice two times a week. Urge students to consider alternatives similar to the following: The bus costs $.50 each way and comes within two blocks of the practice field. A bicycle is available but it needs some repair work. The bike ride would take twenty minutes longer than on the bus. Finally, one could borrow mom's car, but would have to walk the ten minutes to her office and leave practice early to get it back to her by closing time. Using these alternatives and the steps in decision making, ask students to decide on the best alternative based on their goals and values.
4. Types of decisions a. Major/minor decisions	Have students make a list of decisions they have made in the past twenty-four hours. Classify each decision as major or minor. A decision is minor if it is done by habit or requires little thought. A decision is major if it requires much thought and attention. An example of a major decision is deciding where to attend college. An example of a minor decision is deciding whether or not to eat breakfast in the morning.
	Have students discuss two major decisions that will need to be made upon graduation from high school. Then discuss the minor decisions that will be made from each of the major decisions.
b. Habitual decisions	Ask students to list things done daily by habit and without much thought. Consider and discuss what life would be like if all these small daily decisions had to be consciously thought out.
	Ask students to write a skit titled "Not All Habits Are Bad." Instruct students to show what life would be like if each decision from the moment one woke in the morning had to be made consciously. Present the skit for a FHA/HERO meeting. Evaluate students' communication skills while presenting the skit.[B] [C]
c. Personal and group decisions	Have students interview a family member and a single person to determine what factors are considered when making a decision

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[B] = Basic Skill Reinforcement

such as where to eat or how to spend leisure time. Compare the individual and group decisions. KEY QUESTONS: Are they reached in similar ways? How are differences of opinion settled in group decisions?

Lead class in describing factors that individuals consider when making personal decisions; include needs, preferences, information, responsibilities to self and others, resources, values, and expectations or goals.

Divide students into groups and conduct role plays depicting families making decisions such as: where to spend vacation, where to live, and whether or not the teens should work part-time. Encourage students to give their characters' point of view objectively. Following each role play, have the class decide whether or not a satisfactory decision was reached by the "family." KEY QUESTIONS: Was the decision satisfactory to all members? What compromises were made? Was everyone involved in reaching the decision? Have students evaluate each group in terms of how satisfactorily the decision was reached and how well the group communicated in the role play.[C]

Videotape and episode of a TV show where a family decision is made and view the show in class. "The Cosby Show" and "Family Ties" are examples of shows where family decisions are frequently made. Ask students to write a short paper describing the decision and whether or not it was satisfactory to all family members. Discuss the papers in class. On the chalkboard, develop guidelines which promote satisfaction when making group or family decisions.[B]

d. Economic, technical, and social decisions

Have students study references to find information on the three types of decisions which are made often: economic, technical, and social decisions. KEY QUESTION: What kind of information is needed to make each type of decision?[B]

Discuss in class the effect of economic decisions (concerned with dividing up scarce resources most effectively) on resources such as money, time, energy, and natural resources. KEY QUESTIONS: Are these resources limited? Do choices about these resources tend to be "either-or" choices? Are these resources somewhat interchangeable? Should economic decisions affecting resources be deliberate or snap decisions? Should long-term costs for upkeep be considered along with purchase price when purchasing durable goods?

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CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students consider a technical decision (concerned with achieving efficiency) recently made. Ask students to share with the class how the information used in making the decision was obtained. KEY QUESTION? Are students satisfied with the choice made?
	Have students find current newspaper and magazine articles which are related to computerized information and emerging trends in the computer information field. Have students report findings to class. Discuss in class how these new trends in information collection, storage, and use may influence technical decisions in the future.
	Ask students to project some decisions that will be made in the next two weeks that are social in nature (having to do with people and beliefs regarding what is important in life). KEY QUESTION: Is this type of decision more difficult to make when compared to economic or technical decisions, and if so why?

MANAGEMENT
UNIT III

COMPETENCY: *Demonstrate concepts and skills related to self management.*

SUB-COMPETENCIES:

Explain the management process.

Explain how management assists in reaching personal and family goals.

Describe the role of management in controlling stress.

Relate the effects of changing lifestyles on management roles.

Summarize the effects of management on the quality of life.

CONCEPTS	LEARNING EVALUATION AND EXPERIENCES
III. Using the management process A. The management process 1. Steps in the management process	Have students use references to define *management*. After reading the definitions out loud, compose a definition based on class consensus.[B] Review the steps in the management process and show Teaching Aid 8 which illustrates the steps of the management process. Discuss definitions for each step which includes *planning*, *controlling*, *implementing*, and *evaluating*. Ask students to brainstorm for examples of situations where the management process is used at home, office, and school. Ask students to consider their own use of the management process. KEY QUESTION: How much do you utilize the process and under what circumstances? Have the students work in groups to study the steps in the management process. Instruct students to develop a visual depicting each step in planning and carrying out a task such as organizing a closet, preparing a family task schedule, or repairing a broken window. Have students elect a group leader to present the visuals to the class. Visuals may be in the form of a poster, transparency, or flip chart.[C]
2. Relationship to decision making	Discuss the relationship of management to decision making. Have students describe decisions that may be made in each step of the management process. Use the visuals developed in the previous activity as subjects for discussion and point out examples of decisions that may be necessary in each step of the management process for the tasks illustrated on the visuals.

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Discuss similarities and differences between the management process and the decision-making process. Clarify to students that the management process involves making decisions but goes further to organize those decisions into a management system. KEY QUESTIONS: In which stage of the management process would most decisions be made? Is it important for a good manager to be familiar with the decision-making process and the steps involved, and if so why? What influence does decision making have on the management process? What would result in management if decisions were not made with care?
	Invite to class the manager of a local business to speak on how major and minor decisions are reached in the daily operation of a business. Ask students to be prepared to ask questions concerning the relationship between management and decision making.
3. The planning phase	Discuss in class the planning phase of the process. Ask students to consider what role decision making plays in planning. Point out that the management process allows families to reach decisions which involve every member in the family.
	Have students practice personal use of the planning phase in the management process. Instruct the students to begin by writing down a plan of activities for tomorrow. Ask students to follow the plan for the day. KEY QUESTIONS: How many adjustments to the plan were needed during the day? Did you accomplish everything that was planned? Have students expand the plan to cover the next week beginning with Monday. Encourage students to take notes on changes that are necessary and review the plan on Friday. Stress the importance of making a plan flexible enough to allow for necessary changes.
	Have students brainstorm to identify decisions that might result from a major family decision, such as moving to another city, deciding to have a child, or buying a new car. Discuss how one major decision leads to a chain of minor decisions. Emphasize that a major decision requires much thought, planning, and attention. A minor decision is one that is usually done by habit and requires little thought.
	Have students work in committees to plan an activity for an upcoming FHA/HERO chapter meeting. Provide students with guidelines and specified topics to use in planning this meeting. Instruct students to elect a group leader to present the group's plan for the meeting to the class. Allow the class to vote on which plan will be followed.[C]

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
4. The control phase	Discuss in class methods that families can use to control their plans as they are put into action. KEY QUESTION: Ask students if all family members can be involved in the controlling phase and would some plans be best controlled by one or two persons rather than a group? Have students cite examples. Ask students to identify ways that children can be involved in the controlling phase of management so that they can develop management skills. KEY QUESTIONS: Would any restraints be necessary and if so, what type? Would supervision be necessary? Who should provide any necessary supervision? Divide the class into small groups and have each group study a situation in which a group has made plans and carried them out. Instruct students to consider what controls were necessary to ensure that the plans would be achieved. Ask students to predict what might have been the result if no controls had been used. For example, consider a committee in FHA/HERO making plans for a guest speaker at their upcoming meeting. Ask students what might happen if time limits for the meeting and seating space for the members were not considered before the meeting time. Have students practice supervising as plans made by various FHA/HERO committees are carried out. Ask students to analyze the ways that group action is successful or unsuccessful in terms of controlling the resources to be used.
5. The evaluation phase	Discuss in class how the evaluation step in the process of management can help a person make decisions and plans in the future. KEY QUESTION: Has any past successes or failures in the evaluation step of management assisted you in making any recent plans or decisions and if so, how? Have the students list informal evaluation methods which might be used by families to determine if the management process is working such as a checklist. KEY QUESTIONS: If plans do not work out well, how could you determine in which phase the problem occurred? How would this information help improve management in the future? Have students analyze the results of a recent FHA/HERO project which was planned and carried out by members. KEY QUESTIONS: Was the specific goal achieved? Did the original plan work or were adjustments made during the implementation phase? How can evaluating the results of planning and management activities help you make more effective plans for the next situation?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have the students interview five people of various ages to determine what they consider to be management successes and difficulties. Instruct students to ask the interviewees to identify personal strengths and weaknesses. In class have students share their findings and emphasize that people's conceptions of strengths and weaknesses are based on evaluations of management techniques. Ask students to think of strengths and weaknesses in their own management processes.
6. The implementation phase	Have the students use the management process to plan, control, and evaluate procedures used in carrying out classroom routines such as, rotating lab duties, keeping the department clean and tidy, and preparing bulletin boards or displays.
	Have the students use the steps in the management process to make a plan for reaching one of their current goals. Ask students to write a plan and implement it. Also have students evaluate the plan after it is used and share outcomes with the class.[B]
	Have the students divide into three groups and assign each group a managerial task to be implemented by the group. Examples of tasks include cleaning all the chalkboards, rearranging the class seating plan, and cleaning the school desks.
	Have the students use the management process to develop, carry out, and evaluate a plan for achievement of their individual and home responsibilities. Ask students to consider coordinating these activities with school responsibilities and other family members.
7. Task management a. Role of manager	Invite a panel of experienced managers to class to discuss their role as managers. The panel might include an office or retail store manager; a ranch, farm, or construction supervisor; a school administrator or personnel director; and a teacher-coordinator of vocational instruction in a school. Ask the panel to address the following KEY QUESTIONS: What style of management is used? What are the effects of the style of management of efficiency, waste, productivity, fatigue, and attitude? Why is it important to consider workers' needs as well as the product being produced?
	Have the students develop a list of characteristics a good manager should possess to be effective. Instruct students to incorporate ideas gained from the panel discussion in the previous activity as well as resources such as textbooks and periodicals.[B]
	Divide the students into groups and instruct each group to create a rating scale to evaluate managerial abilities. Criteria for the scale

[B] = Basic Skill Reinforcement

should include such items as leadership ability, communication skill, and punctuality. Instruct students to use this scale to evaluate several managers and personal performance on a management task. Have each group elect a group spokesperson to present the group's rating scale and findings from the interviews.[C]

Divide the class into two groups. Have one group conduct research to discover information on the estimated worth in dollars and cents of the management of a home. These figures should be computed by adding the costs of hiring various services or persons to perform all the tasks usually performed by one or more family members. Instruct the second group to conduct research to discover the worth in dollars and cents of management outside a home (retail business, farm or ranch operation, school administration, office, etc.). These figures should be based on the estimated salaries of managers in the various areas. Suggest students interview managers in various fields or contact the local Texas Employment Agency to discover this information. Have students analyze and compare the findings in class.

Discuss the relationship of values, goals, and standards to management roles. Have students write a paper supporting the following statement: "The priority given to values, goals, and standards influences family management." Evaluate the paper in terms of the content and display of effective written communication.[B] [C]

b. Task-centered management

Have students study resources and references to define *task-centered management* and *person-centered management*. Have students list the major differences between the two types of management and discuss in class.[B]

Have students visit a business establishment such as a fast food service or a manufacturing plan that uses an assembly line to produce goods. Instruct students to observe the techniques used to increase production, efficiency, and to reduce waste. KEY QUESTIONS: Are tasks of each worker varied or repetitive? Would you enjoy working on a assembly line? What are some methods a company may use to combat fatigue and boredom? What are some possible results of employees feeling fatigued or bored on the job?

For an upcoming FHA/HERO meeting, have members conduct an activity using an assembly line method. Suggested activities are as follows: bulk mailing, decorating gingerbread cookies, and

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	wrapping gifts. A bulk mailing activity could serve as a service project for an organization needing assistance in a large mailing. The ginger bread cookies could be sold for a fund raising project. The wrapped gifts could be a holiday project. Other classes could be involved in the preparation of the activities. For example, a food lab could prepare the cookies before the meeting. Have the FHA/HERO officers speak to the class concerning the effectiveness of the assembly line method based on the chapter's experience. Have students list advantages and disadvantages of task-centered style of management in managing a home. Have the students develop and present in class skits or role plays showing acceptable ways to cope with an overly-efficient manager. Emphasize to students that over-management negates the value of management instead of contributing to the well-being of the family or a business. Evaluate each student's ability to communicate effectively through a role play.[C]
c. Person-centered management	Have the students brainstorm in class to identify characteristics that a person-centered manager might exhibit. KEY QUESTION: Is it possible for managers to have some characteristics of both task-centered and person-centered management? Divide the class into groups and have them develop guidelines for managing a home using person-centered management techniques. Instruct students to consider the following definition of *person-centered management*: a style of management which emphasizes the importance of the people involved and their growth and development rather than emphasizing the product. This definition can be amended as needed and used for developing the guidelines. Have students read articles in current magazines that discuss how Americans manage homes and families. Instruct students to report on the article chosen in class and determine whether the style of management used was person-centered or task-centered. Articles of this type can usually be found in *Changing Times*, *Working Woman*, *Parents*, and *Family Circle*.[B] Discuss how families can reach an optimum balance in using both task-centered and person-centered styles of management, achieving both efficiency and better human relationships. KEY QUESTION: Under what conditions would each style of management be useful? Have students write a paper listing the advantages and disadvantages of task-centered management and of person-centered

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	management. Instruct students to conclude which type of management is the most satisfactory and justify the conclusion. Evaluate the paper in terms of content and effective written communication.[B] [C]
B. Management in reaching personal and family goals	Have the students review definitions of *management*. Identify and discuss basic elements or concepts of management. Have the students compile a class definition.
1. The purposes of management	Divide the class into two groups and have the students conduct oral debates over the following statements: "Management occurs in every home; only the amount and quality vary." "Some people are 'born managers'." "Management is using what you have to get what you want." Review the procedures for conducting an oral debate. Have one group support the statements as true and the other group support the statements as false. Evaluate the students' oral communication skills. Following the debates instruct students to write a paper in which support is given for their personal opinions regarding the statement.[B] [C]
	Have the students study references and other resources to gain a better understanding of management and related terms such as planning, evaluation, resources, goals, decision making, priorities, and needs and wants. As an outside assignment, ask students to create a word game using the words and terms related to management. Have students exchange the work games or puzzles with a classmate and work out the answers.[B]
	Conduct a class discussion concerning the purposes of management. Have students compare the purposes of management for individuals, families, and businesses. Ask students to appraise the value of management for the various groups of people.
	Ask the students to analyze the following list of characteristics which are desirable in an effective manager: observation, initiative, promptness, dependability, adaptability, perseverance, cooperativeness, judgment, tact, enthusiasm, poise, objectivity, and a sense of humor. KEY QUESTIONS: Which of these characteristics do you possess? Which ones need to be developed and how could you develop these? What are additional characteristics which would lead to effectiveness in home management? Discuss the students' ideas in class.
	Have the students develop and present mini-skits or role plays which illustrate the meaning and purposes of home management.

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	For example, role play the events that occur when a FHA/HERO chapter meeting is planned. Following the presentations, have students analyze each situation that was presented and decide if the management skills could be improved. Evaluate students' abilities to communicate during the role plays.[C]
2. Reaching family goals through effective management	Have students review definitions of goals. Ask students to generalize how goals are related to management. Point out ways that goals differ from needs and wants. Refer students to Teaching Aid 23. Have the students formulate a list of personal goals. Ask students to be aware of how many short and long-term goals one has. After developing a personal list of goals, ask students to work with a family and draw up a list of family goals. Discuss how family goals affect personal goals. Show and discuss Teaching Aid 24 on the family life cycle. Have students interview a family in each of the five major divisions of the life cycle. Instruct students to ask the family members to name three or four family goals they are currently working toward. In class establish whether or not families in the same life cycle stage generally have similar goals. Have the class compile a list of goals common to the five stages of the life cycle. Point out the fact that some family goals may stay the same throughout the life cycle. Invite a panel of adults representing each stage of the family life cycle to a class discussion personal management patterns and achievement of family goals. Have them answer questions concerning: 1) What is the present composition of your family? 2) What management problems have you experienced during the beginning stage and what solutions did you find? 3) What management problems do you have at the present stage? 4) Can you list some successful management tips for each stage of the family life cycle? 5) How much does management contribute to achievement of goals? Ask the students to evaluate, with their families, goals reached in the past year. KEY QUESTIONS: Did any of the goals present any particular management problems? What role did management play in the achievement of the goals that were reached? Conduct a class discussion concerning management techniques that families could use to resolve situations where individual or

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personal goals are in conflict with family goals. One possible situation could be: The family has planned a weekend trip to visit grandmother; the band candy sale begins on Saturday, and daughter Judy doesn't want to be gone. Ask the students to brainstorm management techniques that could help reach possible solutions for this example or for other situations where conflicts are present.

3. Reaching personal goals through effective management

Divide the class into groups to identify ways management can contribute to personal goals and enrichment in an aspect of living such as recreation, travel, and career. Ask students to determine how successful management of time, energy, and money contributes to personal goals and enrichment. Have the group elect a group leader to summarize group discussions and report to the class.[C]

Have students work in pairs to create a rating scale for determining if a person feels successful in reaching personal goals. Criteria for the scale should be based on success reached through the use of management steps and techniques. Ask the students to interview persons of different ages, and using the rating scale, rate whether they feel successful and happy. Instruct students to ask interviewees these KEY QUESTIONS: Do you feel successful in the ability to manage personal affairs? What managerial hints could you share? Have students write a summary of the interview in which they analyze the relationship between managerial ability and personal success and happiness. Evaluate in terms of the analysis and the demonstration of good written communication skills.[B] [C]

Ask for volunteers to give a book review for a FHA/HERO meeting. Have students read and report on a book or article that illustrates the effects of management on personal success and happiness.[B]

As a class project have the students work together to develop a bulletin board illustrating personal resources that can be used to reach personal goals. Include such resources as skills, knowledge, energy, time, and money. As a follow up assignment, ask students to write an essay on the topic – "Developing Good Management Techniques Using the Resources One has Available." Evaluate the essays on the basis of content and communication skills.[B] [C]

C. The role of management in controlling stress

Have students use references to write a definition of *stress* and begin class discussion by asking the students to read aloud the definitions. Compose a class definition from those written by the

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[C] = Common Essential Element

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	students. An example of a definition is as follows: a level of demand causing tension, and sometimes "burn-out" in an individual. Ask students the following KEY QUESTIONS: Can stress ever be considered positive? If so, think of situations where it would be positive? (Note: It is positive when it motivates people to accomplish things.) When does stress serve a negative function?[B]
1. Identifying stress	Ask the class to brainstorm for examples of situations that cause stress to occur and list responses. Responses could include: anticipation of a sports activity, before a school project is due, during a car accident, when starting a new job, fighting with a boyfriend, girlfriend, or parents, presenting a speech during class, etc. Introduce the class to four major categories of sources of stress. These are as follows: 1) role conflicts between job, family, school, and personal needs, 2) too many changes at one time in life, 3) demands made by other people, and 4) our own high expectations. Ask students to consider which of these sources causes the most stress personally. Refer students to Teaching Aid 25, which is The Adolescent Life Change Event Scale. Point out that change is the major cause of stress. Discuss the students reactions to the scale, emphasizing that all the changes listed are capable of producing stress. Ask students to think of other changes that can cause stress. To help students identify causes of personal stress, ask students to complete Teaching Aid 26, which is a sentence completion exercise. Encourage students to use as many of the emotions as possible. Invite the school counselor to be a guest speaker in class or at a FHA/HERO meeting. Ask the speaker to discuss some of the current problems and potential stress producing situations that confront teenagers. Ask the counselor to provide students with general information on how to deal with these problems. Invite a panel of adults to speak to the class on possible sources of stress after high school. Topics included should be career, children, marriage, and finances. Emphasize to the class the importance of learning how to deal with stress in high school. Conduct a survey within the class to determine the number one cause of stress among students in the class. Discuss the results.

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Ask students to consider what the number one cause of stress is for older adults.
2. Stress signals	Ask students to brainstorm for possible physical signals of stress. List their responses on the chalkboard. Responses should include insomnia, eating too much or too little, fatigue, dizziness, headaches, and upset stomaches. Discuss the responses. Ask students to brainstorm for possible emotional signals of stress. List the students' responses. Examples of emotional signals are as follows: inability to think clearly, being bored with school or work, cranky or hard to get along with, depressed, restless, difficulty in coping with everyday problems, and inability to stick to one thing at a time. Discuss the responses. Refer students to Teaching Aid 27, which is a puzzle dealing with signals for stress. Have students complete this individually or as a class. Refer to Teaching Aid 27A for answers.
3. Using management techniques to control stress	Have students interview family members concerning how to deal with stress. Have students ask the following KEY QUESTIONS: What factors promote stress in your life? What qualities do you possess that could contribute to the ability to control stress? Do you have habits that help deal with stress? Have students write a brief summary of the interviews.[B] Discuss how the steps in the management process (planning, controlling, evaluating, and implementing) would be helpful in controlling stress. KEY QUESTIONS: Which type of person is more prone to feel stress, an organized one or a disorganized one? Is it important to have some type of supervision of plans? Can an evaluation of past areas of stress help prevent further stress? How can developing goals and priorities help reduce stress? Invite a person from the community who has experience in helping others reduce stress (a counselor or a home economist) to conduct a stress management seminar at the next FHA/HERO meeting. Invite a health professional from the community (nurse, doctor, dietitian) to be a guest speaker in class. Ask the speaker to address techniques the health profession uses to help people who have physical and emotional problems caused by stress. Ask the speaker to allow time for student questions. Divide the students into three groups and assign each group a stress producing situation. (For example, moving to a new school,

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	preparing for a speech in class, starting a new job, and getting married.) Ask each group to work together to develop guidelines for handling the stressful situation. Have the group elect a spokesperson to orally relate the guidelines to the class.[C]
	Discuss how the following suggestions for handling stress relate to management techniques: 1) Have a balance of work and recreation in one's life. 2) Know how much one can take and when to say NO! 3) Take things one at a time. Do not wait until a deadline to try to get everything done. 4) Develop or expand outside interests and activities. Develop good relationships with friends and relatives. 5) Once stress is recognized, try to find time to exercise to overcome the stress cycle. 6) Ask oneself if there are other ways to meet some of the demands. 7) Evaluate personal expectations.
	Have the students interview a house husband/wife, business person, teenager, and a working parent to find out how each one handles stress. Have students write a report summarizing the management techniques of each person interviewed and present a report in class so classmates may benefit from each student's learning experience. Evaluate the student's ability to communicate orally.[B] [C]
	Discuss the importance of self-help in overcoming everyday stress. Ask students when one thinks professional help would be needed. Present the following signs to the students th help them evaluate when or if professional help is needed. Professional help might be needed if any of these signs last longer than a month: 1) Feeling very depressed 2) Missing days of school or work just because one does not want to get up 3) Frequent mood swings 4) Prolonged relationship problems 5) Feelings that one wants to harm oneself or others
D. The effects of changing lifestyles on management roles	Ask the students to brainstorm to determine what factors influence the lifestyle of a family. Divide the class into six groups and ask each group to represent one type of family group, such as married without children, married with children, extended family, retired

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	couple, single-parent family, single-member family, and low or high-income family. Have the students assume roles of family members and determine a desirable lifestyle. KEY QUESTIONS: What effect may a family's managerial practices have on their lifestyles? on attaining their goals? How may families use management skills to improve their styles of living or bring it closer to their ideals?
1. Identifying lifestyles	Have students use references to define *lifestyle, standard of living,* and *level of living*. Instruct students to be prepared to distinguish between the three.[B]
	Have students analyze the lifestyle of a family in a novel or a family television program. KEY QUESTIONS: Would you like to have a similar lifestyle or would changes need to be made? How do the lifestyles portrayed by most movie or television families compare to average, local families? Have students prepare a brief summary of what changes they would make, if any, and give reasons to support their opinions.[B]
	Discuss in class ways that lifestyles have changed during the history of the United States. KEY QUESTIONS: What are the current lifestyles of families you know? How does technology and the economy affect the current and future United States' lifestyles of families?
2. Management roles	Have students interview family members to determine if they perform any tasks which were previously done by members of the opposite sex. For example, a husband may care for the children and cook meals or a wife may make minor car repairs. Instruct the students to ask the following KEY QUESTIONS: How do you feel about roles? Has the increased divorce rate and number of single-parent families had an effect on changing traditional roles? If so explain. How do the changing roles influence the handling of management tasks? Has it had a positive or negative effect? Have students report findings to class.
	Discuss in class the effect on family management caused by multiple family roles. KEY QUESTION: Does the number of roles each family member has increase or decrease the management problems? Suggest ways to determine assignment of tasks based on time, energy, interest, knowledge, and skill.
3. Lifestyles and management roles	Have students brainstorm to identify ways the increased income of most American families during the past several years has contributed to more efficient home management. Discuss

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	innovations such as home appliances, cleaning products, processed foods, etc. and how these relate to changing lifestyles. Discuss in class the relationship of scientific, technological, and socio-economic changes to present lifestyles in the United States. Have students use references to investigate the influence of these changes on personal and family life, including their influence on values, standards, and management techniques. KEY QUESTION: Do changes occur more rapidly now than in the past and if so, why?[B] Ask students to read articles about individuals and families that have experienced changes in lifestyle. Have students determine each character's values and goals. Have students consider if the characters are happier with the changed lifestyle and how they are coping with management problems. Have students write a report to present in class. Evaluate students' content and communication abilities.[B] [C] Discuss in class changes that may occur in the next ten years that will affect family lifestyles. For example, predictions are that many people will work, learn, and shop at home via the computer. KEY QUESTIONS: How would this change affect family management? What other trends are developing in social, environmental, and technological areas that will influence family management?
E. Effects of management on the quality of life	Ask students to describe a situation in which they feel was managed effectively. KEY QUESTIONS: What type of feelings did you have at the time? Were they positive or negative? Did the experience make a difference in future tasks? Was anything specific learned in the experience? Have students use references to formulate a definition of *internal effects* and *external effects* in regard to the relationship of management to the quality of life. Point out to students that internal effects deal with the feelings one has, and external effects deal with overt, noticeable changes in one's life.[B]
1. Internal effects	Have students interview people in the community that represent various ages and economic groups. Instruct students to ask the interviewees the following KEY QUESTIONS: How would you define your quality of life? How contented are you with your present quality of life? Do you feel successful in what you have attempted to accomplish in life thus far? What part does satisfaction play in your current state of mind? Does the ability to manage

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

effectively play a part in your feelings of satisfaction? Ask students to write a report of the interview and report to the class. Evaluate the papers' thoroughness and demonstration of written communication skills.[B] [C]

Divide the class into small groups. Ask each group to brainstorm and list ways management influences personal feelings of happiness, well-being, and satisfaction. Then have the groups discuss why good management can influence people positively. Have students elect a group spokesperson to present the group's ideas to the class.[C]

Have the students read a biography or autobiography of a person who people regard as successful. Have students look for ways that good management contributed to that person's life. Have students prepare a brief report to present in class. Evaluate the students' reports for content and demonstration of good oral communication skills.[B] [C]

Have students discuss ways that mismanagement can produce negative feelings. Ask students to think of several descriptive works to depict these negative feelings. Examples are guilt, disappointment, and embarrassment. Have students brainstorm ways these feelings could have been caused. For example, mismanagement of money and over spending could cause feelings of guilt.

Ask students to evaluate personal feelings about their quality of life at the present time. Have students center this evaluation upon internal feelings as opposed to outward indications of their quality of life, such as material possessions. Encourage students to write an evaluation which includes management techniques they can use to maintain or improve their quality of life, and encourage them to keep the evaluation for personal use in the future.[B]

Have students use references to define *attitude*. Discuss how each student's attitudes may affect his or her ability to manage. KEY QUESTION: How can attitudes be changed or improved if necessary?[B]

Have students brainstorm and develop a list of positive attitudes which would contribute to effective management of resources such as time, energy, materials, and money. Have students list the negative attitudes that counteract each positive attitude they listed earlier.

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students use the text and other references to define *motivation* as it relates to home management. Ask students to describe a situation in which one feels was managed effectively. KEY QUESTIONS: How may the manager's motivation affect the ability to manage effectively? What motivation did you have when a task was managed effectively? Have students describe a situation that was not managed well. KEY QUESTIONS: Did you complete the task? Why did you have negative feelings? What changes in conditions would have created a more positive motivation?[B]
2. External effects	Discuss with the students what is considered to be external signs of a high quality of life in the United States. KEY QUESTIONS: What is the standard of life in the local community? Do you set the same standards as the majority of your friends? How important is it for families to meet these standards? How can your managerial skills affect the quality of your life?
	Have the students consider and discuss the following list of goals which families strive for to improve the quality of life: owning a home, educating the children, good health, and financial security. Ask students to think of other goals families strive for. KEY QUESTIONS: How would setting goals and priorities influence goal achievement? Is it important to follow the management process (planning, controlling, and evaluating) to meet life goals? Would taking such steps be beneficial?
	Have students interview their parents or other adults to discover what expectations they have for themselves after their retirement. Instruct students to discuss with the interviewees what management techniques they are using to meet these goals. Have students ask the following KEY QUESTIONS: Did you place any limitations on yourself to meet the goals and if so how did this effect your quality of life? How has your quality of life influenced your economic and social position in the community? Ask students to write a summary of findings to discuss in class.[B]

[B] = Basic Skill Reinforcement

MANAGEMENT
UNIT IV

COMPETENCY: *Apply concepts and skills related to time and energy management.*

SUB-COMPETENCIES: *Apply general principles of work simplification.*

Describe contracted services available to the family.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
IV. Managing time and energy A. Principles of work simplification	Write the following definition of ***work simplification*** on the chalkboard: Work simplification is the conscious seeking of the simplest, easiest, and quickest method of doing work to achieve an acceptable standard. Have students discuss how the simplest, easiest, and quickest method for performing tasks can be determined. Have students define and discuss *standards*. KEY QUESTIONS: Are the same standards acceptable to all individuals? Are an individual's standards the same in all areas? Show Teaching Aid 28 on standards. Have students select the example of bed making. Which is closest to their own standards, and which is the one closest to their mothers' standards? Discuss differences.
1. Analyze the task	Have students analyze a task that is a personal responsibility at home by writing out answers to the following KEY QUESTIONS: 1) What is being done? 2) Who is doing the job? Could someone else do it? 3) Where is it being done? Is the place logical? 4) When is it being done? Could the time be changed? How long does the task take? 5) Why is it being done? Is it really necessary? 6) How is it being done? Could it be done better with different equipment, tools, or supplies? Evaluate students' written communication skills in addition to the content.[B] [C] Ask students to develop a written plan for simplifying the task analyzed in the above experience. Have them use their plan three or four times and then decide if the plan was an improvement over the previous method. Ask students to turn in a summary paper detailing the effect of their plans on time, energy, and quality or results.[B] [C]

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Show students Teaching Aid 29, Busy as a Bee. Discuss reasons why each of the activities identified on the teaching aid should be performed on a daily, weekly, occasional, or seasonal basis. Brainstorm for other activities to add under each list. Examples might include: *Daily* - make beds, pick up clutter, hang up clothes, wipe off cabinet tops and appliances, wash dishes. *Weekly* - sweep and mop floors, vacuum carpet and rugs, dust furniture, clean mirrors. *Occasional* - clean oven, defrost freezer, clean refrigerator, shampoo carpet, clean filters of air conditioner and furnace, add salt to water softener, straighten drawers. *Seasonal* - clean clothes closets, clean draperies, wash windows, weed flower beds.
2. Consider time	Ask students to define the term *time log*. Show Teaching Aid 30 which illustrates an example of a time log. Discuss. KEY QUESTIONS: How often are entries made? What information should be recorded on the time log? How can a time log help you manage time more effectively? Have students keep a record of their time use for one day. Share and compare the records in class. Discuss whether or not teens manage their time effectively. Contrast quiet time, personal time, leisure time, and wasted time. Identify ways that time is wasted. On the chalkboard make a list of things that contribute to wasting time. Discuss the relationship of management to effective use of time and energy.[B] Ask students to develop a pie chart to indicate the amount of time spent in various types of activities such as sleep, school, homework, and leisure. Write a short paper discussing how personal preferences affect time spent in these activities. Remind students that estimates of amount of time may be calculated from time logs kept in the previous learning experience. Evaluate students on written communication skills.[B] [C] Have students read information in the library on time and motion studies. Ask for brief summaries of the readings. Discuss how the studies could be applied to tasks which are performed in the home. What other methods could be used to simplify the jobs?

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
3. Consider personal energy	Have students read resources to find several definitions of *fatigue*. Discuss the differences between physical and mental fatigue. KEY QUESTIONS: Which activities or tasks require the greatest amount of energy? Which do you enjoy doing? Which ones do you dislike? Are activities or tasks that require great amounts of energy commonly disliked? Explain. Discuss how tasks could be arranged to avoid boredom. Have students view Teaching Aid 31 on approximate personal energy costs of various daily activities. Have students estimate how much time each activity requires. Compute the total amount of energy used for each activity. Discuss the relationship between time and energy expenditures.[B] Discuss the importance of good body mechanics and correct posture in working, lifting, reaching, and other activities. Review correct lifting techniques with students, as follows: 1) Maintain correct body alignment when lifting. 2) Widen the base of support by spreading the feet. 3) Keep the weight of the object close to the body. 4) Lift with the leg and thigh muscles, not the back. 5) Avoid heavy lifting by using equipment with wheels, such as carts, to move things.[C] Ask students to demonstrate correct lifting and carrying techniques. Have classmates evaluate the demonstration. Discuss and correct any incorrect techniques.[C]
4. Select tools and supplies	Have students use Teaching Aid 32, Appliance Check List, to identify how many energy saving devices are owned by their families. Discuss the number of appliances used daily by families. Discuss the quantities of tools and equipment available today. Have students consider the following: A tool or piece of equipment is worth buying only if it can be afforded, if it reduces work or makes work easier, and if it does not create a storage problem. KEY QUESTIONS: Can the equipment or tool be used for several tasks? Is the equipment energy efficient? Have students work individually or in small groups to show how tasks may be simplified by changing equipment or supplies. Examples: using liquid wax instead of paste wax which requires buffing, using a wide broom instead of a narrow broom for sweeping outdoor walks, patios, and garages, etc.

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Ask students to develop a list in class of simple repairs commonly done in the home. Examples include: replacing a faucet washer, replacing a wall switch, unclogging a sink or drain, replacing a window pane, replacing an electrical cord or plug, or plastering a hole in a wall. Each student may select one topic from the list and research to determine the basic procedures and type of tools and supplies needed to make the minor repair. Share with the class.[B]
	Prepare a display of *Consumer Reports* magazines and buying guides. Have students look for information on specific small appliances or household equipment. Demonstrate how to find the most current information by using the December issue which contains an index of topics from January through December. KEY QUESTION: How would this information be useful to a family needing to purchase tools or equipment?[B]
5. Storage and work centers	Discuss the home management rule that states: "a place for everything and everything in its place." KEY QUESTIONS: How important would this rule be if the home is an efficiency apartment, a mobile home, or a town house? Do most homes seem to have a shortage of storage space, regardless of the size of the home? Compare the number and type of possessions people have now to the number and type of possessions their parents had at the same stage in the life cycle.
	Divide the class into groups and assign group leaders. Have each group study a particular storage area. Some of the following may be included: closets, pantry, kitchen cabinets, linen closets, desk, medicine cabinets, garage, attic, basement, and dresser drawers. Have students give suggestions for organizing and storing items which would be found in their assigned storage area. Group leaders may report to the class. Evaluate communication and leadership skills.[B] [C]
	Show students Teaching Aid 33 on reachable storage space. Place a large piece of paper on a wall. Ask the shortest student and the tallest student to draw arcs, with a crayon or marking pen in each hand, for easy reach and maximum reach areas. If each student uses a different color, the differences in reach will be easy to see. Discuss the implications for reachable storage and the safety factors involved.[B] [C]
a. Kitchens	View Teaching Aid 34 on recommended kitchen work triangles, formed by kitchen appliances, for ease of use. Have students compute the total minimum and maximum triangle dimensions for

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	a workable kitchen. Ask students to measure the work triangle in their kitchen at home, compare to the recommended work triangle, and report to the class.[B]
	Discuss the kitchen shapes depicted on the above teaching aid and have students read textbook information. KEY QUESTIONS: Which shape is generally considered to be the most convenient and efficient? Which shape would be the least convenient?[B]
	Divide the class into three groups and have each group elect a leader. Assign each group one of the three kitchen work centers: sink, range, and refrigerator. Explain the rule that states: "Items should be stored at the point of first use." Have students brainstorm within their group and list the items that should be stored in their assigned work center. Leaders report to the class and compare lists. Evaluate students for communication and leadership skills in addition to facts presented. KEY QUESTIONS: Is there overlap between work centers for storage of some items? If so, how could the problem be solved?[C]
	Discuss how planning and arranging kitchen work centers would be different for a physically limited person who needs to work from a wheel chair. Have students consider the value of the following items: revolving corner units, sliding racks, lazy Susans, pegboard with hangers, open shelves, pull-out storage and cutting board, clear plastic boxes and bins, tilt-out bins, and rolling carts. KEY QUESTION: What other devices or adaptations would make a kitchen more convenient for a handicapped person to use?[B]
b. Other areas	Discuss organizing and arranging other areas of the home for safety and easy care. Show Teaching Aids 35-37 to facilitate the discussion.[C]
	Explain the following statement: "The best way to increase storage space is to throw out everything that has not been used in the past year." Point out that obviously this cannot be applied to everything but the idea of getting rid of clutter on a regular basis is valid.
	Have students work in three or four groups to study different house plans. Ask each group to select a leader and determine and suggest changes that would make the layout and organization meet the special needs of family members. Each group should consider access, storage, convenience, and safety. Report to the class.[B] [C]

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students show examples of work simplification techniques through original cartoons, poems, skits, songs, pantomimes, instant slides, or other visual aids. Have a committee of class members judge the entries and select the best ideas for a display or FHA/HERO program.[B]
	Write factors which affect the amount of time and energy used when performing a task on separate slips of paper. Examples: procrastination, interruptions, planning, priorities, organization, attitude, distractions, deadlines, experience, skill, and technology. Ask students to draw one slip of paper from the box and read the factor aloud to the class. Work in teams to brainstorm for examples of how the factor drawn can save or increase time and energy use in specific situations. The team with the greatest number of correct examples wins. Continue the game until all slips of paper are drawn.[B]
	Ask students to volunteer for teams to do routine tasks in the household of an elderly and/or handicapped person for FHA/HERO. Assign various tasks to each team member. Check off the tasks as they are completed. Evaluate the work to determine if the job was properly done.
B. Contracted services available to families	Have students look for current information regarding the number of women employed outside the home. KEY QUESTIONS: What are projections for future employment of women outside the home? How have the numbers of employed women influenced the numbers of contracted services available to families?
1. Child care	Discuss advantages and disadvantages of different types of child care services with students. Include the following types: 1) Family day care - day care for a fee in someone's home is usually the least expensive. 2) Day care in your home - may or may not provide some housekeeping assistance. 3) Live-in help - may or may not include housekeeping assistance. 4) Day care centers - staff/child ratios, types of equipment, and environmental variables are controlled by licensing regulations.
	Have class investigate the types of child care services available in the community and what the costs are for each type. Information can be found in the classified section of the newspaper and in the yellow pages of the telephone book. If rates need to be checked by telephone, assign one or two students to make the calls so that the businesses have as little disruption as possible. Have students

[B] = Basic Skill Reinforcement

compile a list of the child care services available by type and determine the average cost for that type of care.[B]

Invite a panel of child care providers to speak to the class on services they provide and what is expected from the parents. Have students prepare questions in advance for your review. Watch for duplication and be certain the questions are relevant. Have students write a summary of information gained. Evaluate papers for writing skills and correctness of factual information.[C]

Ask students to study references for information on how to wisely select child care services. Information should include: how to interview applicants, how to check references, what to do about sick leave and vacation for a caregiver in a private home, what kind of agreement is needed and what it should include, how to dismiss a caregiver who is not satisfactory, what to look for in a pre-enrollment visit to a day care center, etc. Discuss and compare the information. Evaluate students on oral communication skills in addition to knowledge of the topic.[B] [C]

Show students the sample comparison chart on Teaching Aid 38. Discuss how a chart might help organize the facts about each child care center under consideration and be used as a guide to selecting satisfactory child care services.

Ask students to read information and write a brief report on *latch-key children*. KEY QUESTIONS: At what ages are children being left alone? Is this trend usually for just one or two hours after school? What instructions might be given to children on how to deal with strangers on the telephone or at the door?[B]

2. Other services

Have students brainstorm and list other services that families purchase on either a formal or informal contract basis. Discuss the list and reasons why the services may be purchased instead of performed by family members.

a. Lawn care

Ask students to refer to the yellow pages to find listings of companies that provide lawn care service. Have one or two students make some telephone calls to determine what kinds of services are available, what schedules are recommended, and what the monthly costs average. Have the students report to the class using charts or posters to enhance their reports.[B]

Have students relate personal experiences on earning money from lawn care or plant care. KEY QUESTIONS: At what age did they

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

begin? Was the work done for their own family or for a neighbor or a friend? How were contacts with customers made? Was the pay figured by the hour or by the job? Where was the equipment obtained?

Have students write a paper on how they would set up a lawn care or house plant care service. Information should be included on the cost of any equipment or supplies that would be needed, transportation costs for getting to the customers, methods and estimated costs for obtaining customers, number of hours per week that would be worked, and estimated income based on current local rates. Evaluate students on communication skills in addition to knowledge or research of the topic.[B] [C]

b. Landscaping

Invite a guest speaker to talk with students about services that are provided by landscape designers, plant nurseries, and garden shops. Ask the speaker to bring some landscape blue prints or slides of plans and explain them to the class. Have students prepare questions for the speaker prior to class and write a summary paper on information gained from the speaker following the presentation. KEY QUESTIONS: How do these services differ from lawn care services? What are the costs for these services? Are the services limited to lawns for new homes or businesses? Evaluate students on communication skills.[C]

Have students read a library book or an article from a periodical on do-it-yourself landscaping. KEY QUESTIONS: Will the landscaping be for a new lawn and yard or for improving an existing yard? How much can be spent on the landscaping? Will the labor also be a do-it-yourself project? Does the entire plan need to be implemented at one time, or can the purchases and plantings be done over a period of time? Why is it necessary to know how large a plant or tree will become when fully grown? Does the plan need to be for a low or minimum upkeep yard? Will the same questions apply when working with a contracted landscape planner? Have the students write a brief written report on information gained. Evaluate for content and for communication skills.[B] [C]

Accompany students on a walking tour of the school grounds and surrounding area to identify and list the plants and trees. If some cannot be identified by anyone in the group, have students write down the color description of the leaves and flowers or berries, draw the leaf shape, vein pattern, etc. and have the agriculture teacher or an employee of a local nursery or plant store assist with

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	identification. Have students look up the names of plants or trees identified on the tour in the encyclopedia for information regarding full size and best suited climates. Ask students to prepare a chart of the information and evaluate for correctness and communication skills.[B] [C]
	Discuss some of the many different uses of plants and trees with students. Examples: wind breaks, shade, color, screens, edible fruits or nuts, etc. Have students work in groups to develop a list of three examples of plants or trees suitable for each use. Reference books should be available from the school library or city/county library. In addition, pamphlets are available from the Extension Service. The group may elect a leader who will report to the class on the group's list. As the reports are given, prepare a class list on the chalkboard, adding each new suggestion, while eliminating duplications. Evaluate students on communication skills, human relations skills, work habits, and attitudes.[B] [C]
c. Extermination	Ask two students to interview someone with an extermination service company and report to the class. Have them ask what percentage of the business is conducted on a contract basis where calls are made on a regular schedule. KEY QUESTIONS: What is the charge for home extermination service on a one-time basis and on a regular contract basis? What types of pest control are most common for the local area? Evaluate the students for communication skills in addition to knowledge gained by the assignment.[C]
	Invite a guest speaker from a local pest control service or the Extension Service to discuss the types of pests typically found in the local area and the safety factors involved with the hazardous chemicals used for control. Have students prepare a list of questions regarding pest control prior to the presentation. Ask students to write a summary of the information gained. Evaluate students on communication skills and knowledge of pest control and safety factors in handling hazardous chemicals.[C]
d. Housecleaning	Ask one or two students to contact some companies that provide general housecleaning services for private homes. Have them report to the class on the costs involved in using such services, specific services that are available, responsibilities of the persons employed by the cleaning service, responsibilities of the user, liability coverage provided by the business, and length of contract agreements. Evaluate students on communication skills, punctuality, and dependability in completing the assignment.[C]

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Assign one or two students to contact some carpet cleaning companies that provide services in the area. Have students determine what services are offered, the cost of each service, what method of cleaning is used, how long it takes to clean the carpet in any average-sized home, and how often the carpets may need cleaning. Ask students to develop a chart and report the results to the class. Students may be evaluated on communication skills, dependability, and punctuality in completing the assignment.[C]
e. Utilities	Invite representatives from local utility companies to talk with the class on the customer's responsibility for paying bills on time. Have them explain the company's billing procedure including rates, adjustment procedures, dates the bills are mailed out, and due dates. Have students prepare questions for the representatives concerning the topic. KEY QUESTIONS: Will late payments affect your credit rating? What kind of late payment charges may be imposed? At what point would service be discontinued? Would a penalty be charged to reinstate the service? Does the utility company consider the provision of service to the customer a formal contract? Ask students to write a summary of information gained from the speaker. Evaluate students on communication skills.[C]
	Discuss with students the contracts that some utility companies make with customers for "level" payments. Explain that some customers want to avoid very high payments in the summer when air conditioning is used by having the utility company determine an average billing arrangement that will allow the same payment every month. KEY QUESTION: What would be the advantages and disadvantages of this type payment?
	Invite a speaker from a utility company (natural gas or electricity) to discuss with the class the responsibilities of the company and the customer in regard to providing safe equipment, service, and repairs. Ask students to prepare questions for discussion prior to the class. KEY QUESTIONS: If a gas line leaks or an electric line breaks in the yard, is it the homeowner's or utility company's responsibility to repair it? Who is responsible if the line breaks outside the yard? Will the utility company check out reported disruptions in service without charge? Who is responsible for relighting a gas hot water heater or furnace that has gone out? What safety procedures should be followed when relighting a furnace or water heater? Does the company provide safety information to customers on a regular basis? Ask students to write a brief summary of information gained. Evaluate communication skills in addition to knowledge.[C]

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
1. Interior design	Invite an interior designer to visit the class and discuss services and costs involved in using design services. Ask that the designer bring some samples to explain and demonstrate how a designer assembles choices from which the customer makes selections. Have students prepare questions prior to the class. KEY QUESTIONS: What does the designer need to know about the family's life style? Are the individual's and family's tastes in colors, textures, and styles considered? Can the average family on a budget afford to use designer services? Why or why not? Have students write a summary paper on information gained from the speaker. Evaluate students on communication skills in addition to knowledge.[C]
	Assign one or two students to interview a designer or decorator who works for a furniture store or a department store (furniture department) to determine what types of service they provide to customers. KEY QUESTIONS: Is there a charge for the service? Is the customer required to purchase furniture, drapes, carpets, etc. in order to obtain the services of the decorator? Does the decorator go to the customer's home to take measurements? Does the decorator make suggestions for the customer to consider? Is a formal or informal contract involved when working with a store decorator? What are the differences in using a private interior designer and using a designer or decorator employed by a store? Ask the student(s) to report to the class. Evaluate communication skills in addition to dependability and punctuality in completing the assignment.[C]

[C] = Common Essential Element

MANAGEMENT
UNIT V

COMPETENCY: *Analyze concepts and skills related to career options and adjustments.*

SUB-COMPETENCIES:

Relate personal characteristics to management careers.

Describe management practices facilitating individuals assuming multiple roles.

Describe life management techniques which enhance productivity on the job.

Describe occupational opportunities and preparation requirements for careers in management.

Relate demands and rewards of careers in management to personal and family life.

Describe entrepreneurial opportunities in careers related to management.

CONCEPTS	LEARNING EVALUATION AND EXPERIENCES
V. Career options related to management A. Personal characteristics related to management careers	Prepare a bulletin board depicting some personal characteristics that would be desirable in a career related to management. Examples: honesty, dependability, good communication skills, ability to get along with others, loyalty, enthusiasm, personal management skills including time, energy, money, etc. Discuss each characteristic with the class and have students suggest other characteristics that could be included. Invite a panel of employers to speak to the class on personal characteristics that are considered when hiring new employees. Ask students to compile a list of questions for discussion prior to the panel's arrival. Have each student write a report detailing information gained following the discussion.[B] [C] Ask students to work in small groups to identify ways to develop or achieve personal characteristics that employers look for in their employees. Have each group designate a leader who will report the group's conclusions to the class.[C] Have each student list three characteristics that are positive about themselves. Then have them list three characteristics that need

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[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	improvement and write out a plan for how to achieve that improvement. This activity is for students to take a serious look at their characteristics, not for teacher evaluation. Suggest that students keep the paper in a safe place for six months, then read over the paper and evaluate their own progress.
B. Management practices for assuming multiple roles	Have students brainstorm and list on the chalkboard examples of multiple roles that many individuals have. Example: wife, mother, daughter, employee, employer, committee chairperson for P.T.A., church choir member. Discuss the kinds of management practices that would be needed to fulfill all these multiple roles. Discuss with students ways a family is affected by the career choices of its members. KEY QUESTIONS: How do the careers your parents have chosen affect your family's lifestyle? How does a parent working at night affect a family's lifestyle? Do you have a job? How does your job affect the family's lifestyle? Ask students to examine their own attitudes regarding the dual homemaking and gainful employment roles. Have them write a short paper telling why they are for or against assuming a dual role. Share in class. Discuss with students the importance of being able to plan, organize, and manage their own life and the impact that these management skills will have on assuming multiple roles as an adult. Review goal setting techniques for both long-term goals and short-term goals. Discuss prioritizing or ranking the goals in order of importance. KEY QUESTIONS: Should the individual members or the entire family set the goals? How can the best solution be found if some family members disagree with the prioritizing or ranking process? Ask each student to select a different reading or activity assignment from the Home and Career book available from the Home Economics Curriculum Center. Have students give a three minute summary of the reading/activity material they selected.[C]
C. Life management techniques that enhance job productivity	Have students brainstorm and list life management techniques that would enhance productivity on the job. Include topics such as: time management techniques, ability to organize, positive attitude, decision making, goal setting, establishing priorities, etc. Identify other management skills that would be useful in enhancing job productivity.

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students discuss the meaning of the following statements: "Time management equals priority management which equals self-control." " Some people manage other people more easily and effectively than they manage themselves." "We do things that we ought not to do and we leave undone the things that we should have done." "We can be our own best friends and our own worst enemies." Relate the statements to the enhancement or detriment of job productivity.
	Discuss with students ways management at home can affect efficiency on the job. KEY QUESTIONS: What concepts and skills practiced at home can contribute to job efficiency? Which factors in management may need to be adjusted in order to apply them to managing a career or a dual role?
	Ask students to interview family members to identify ways their jobs are influenced by their management skills. Discuss management skills practiced on the job that might be a positive influence on home management. Give several examples.
	Invite a personnel director to speak to the class on the relationship of management skills to success in a career. Have students prepare questions before class on the skills in management that can contribute to success in a career.[B]
	Have students work in groups to write and present skits or role plays showing how management skills relate to job productivity. Discuss each skit or role play following the presentation and ask class to suggest other applications. Evaluate students' communication skills in addition to the correctness of information presented.[B] [C]
	Ask students to analyze their own strengths and weaknesses in various life management skills. Have them list these skills under separate columns headed "My Strengths" and "My Weaknesses." Then write a brief description of how to improve the weaker areas.[B]
D. Occupational opportunities	Invite a speaker from an employment agency or the Texas Employment Commission to talk with students about local employment opportunities in fields related to management. Students may wish to ask specific questions related to job requirements of education, training, and experience. Ask students to write a summary of the information presented by the speaker. Evaluate students on communication skills.[B] [C]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
1. Skilled	Have students brainstorm in groups to list entry-level jobs or careers that are related to management. Compile a class list. Examples of jobs that might be included are: homemaker's aide, consumer shopper, caterer, housekeeper's assistant, custodian, financial counselor or planner, etc. Ask students to study the classified advertisements in the local newspaper, or one from the nearest city, to identify the management related jobs listed. A highlighter pen can be used to make the listings more visible. KEY QUESTIONS: What are the requirements for each job? What skills and competencies are listed? What is the starting pay? Discuss the responsibilities and duties of each of the highlighted jobs. Also explain which of the following people might apply for one of these jobs: 1) a young person just out of high school, 2) a mother who never completed high school and whose children are now all in school, 3) a college student, 4) a senior high school student, 5) a father of three. KEY QUESTION: What kind of future, in relation to job advancement, can be expected in one of these jobs? Have each student select an entry-level management related job that is of interest. Study resources, conduct interviews, and make observations to determine the skills, abilities, responsibilities, educational requirements, and advancement opportunities of the selected job. Write a short paragraph summarizing findings without revealing the job title. Share paragraphs with classmates and have them guess the name of the described occupation. Occupations might include jobs dealing with the following services: carpet cleaning, laundry/dry cleaning, housecleaning, lawn care, window cleaning, personal shopping, plant or pet care, and moving. Evaluate students on communication skills in addition to knowledge.[B] [C]
2. Technical	Invite a counselor or professional in the community to describe management related job opportunities for the semi-professional or technically trained person. Some examples of jobs in this category include: appliance service representative, office manager, institutional housekeeper, residential supervisor, and family budget consultant. Ask the speaker to explain how often opportunities such as these are available, how many people are qualified for such positions in the community, and the salary that can be expected. Make a class list of the job opportunities discussed.

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students investigate educational requirements for various technical level management related occupations. Interview personnel in the occupations, if possible. Consult Vo-Tech, Post-secondary, and college catalogs to determine where training is available. Discuss the importance of receiving training to meet the job requirements. Evaluate students' communication skills.[B] [C]
3. Professional	Study recent periodicals, newspapers, and government publications, such as *Occupational Outlook Handbook*, to identify management related careers at the professional level. Include the following: home economist in industry, management consultant, home service representative, researcher, hotel manager, product tester, consumer service representative, extension agent, and journalist. What specific training would one need for each career? Develop a chart that includes career levels, job titles, duties, and minimum qualifications.[B]
	Have students prepare a bulletin board illustrating the professional job and career opportunities in the management field. Include educational requirements or training necessary for each job opportunity.
	Ask each student to analyze a specific management job or career of interest. Determine how one could advance in that position or move into other positions. Share findings with the class.[B]
	Ask students to project the jobs related to management that may be available in the future. KEY QUESTIONS: Will management skills be important in 20 years? What role will management play based on today's predictions of increased longevity and an aging
E. Occupational demands and rewards	Discuss with students the demands that are common to most occupations such as: a 40 hour or longer work week, uniforms or dress standards, travel and/or relocation, loyalty to the company and employer, honesty, cooperation with co-workers and supervisors, dependability, attendance, initiative, acceptable quality and quantity of work, adaptability, a positive attitude etc.
	Have students read and report to the class on articles in periodicals such as *Working Woman* and *Business Week* related to the emerging employment trends of job sharing and flextime jobs. Following the reports discuss the rewards and demands of these types of employment. Include examples such as: job sharing and flextime employment. These examples are especially suited to young parents who need the advantage of being at home when the

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	children are not in school. Major disadvantages of this type employment are that the employee may be considered part-time, the pay is less, benefits may be reduced, and advancement is almost non-existent. Evaluate students on communication skills.[C]
	Discuss commuting time, car pools, parking fees and/or public transportation costs that are a major factor in some cities. Ask students to cite examples that family members have experienced regarding costs in money and time for getting to and from work.
	Ask students to read current magazine and news articles regarding employment fringe benefits or rewards. Report to the class and compile a class list of the various benefits offered by employers. The list might include benefits such as transportation to and from work, child care, paid vacations, moving expenses and purchase of existing home when required to relocate, company car, health and life insurance, stock purchase or investment in the company, retirement benefits, tuition for college courses or specialized training, counseling programs for alcoholism and drug problems, etc. KEY QUESTIONS: Which of these benefits would be considered basic or traditional? What new fringe benefits may be offered in the future? What are some intrinsic rewards offered by the job?
	Invite personnel directors from a large and a small company to discuss current benefits provided for employees. Ask students to prepare questions prior to the class. Include questions on emerging and future trends in employee benefits. Have students write a summary of the information presented for evaluation of communication skills and knowledge gained from the speaker.[B] [C]
F. Entrepreneurial opportunities	Ask students to look up definition of *entrepreneur*. KEY QUESTIONS: Have you ever been an entrepreneur? (Examples: A baby-sitting service, a lawn mowing service, or a band?) Was the business successful? What did the services cost? Will you consider having your own business as an adult? What are some of the advantages and disadvantages of owning a business?
	Discuss in class some of the business opportunities related to management that exist in your community. Examples might include: personal shopper, child or elderly day care in the home, house sitting services, plant or pet care service, home or institutional cleaning or maintenance service, lawn care service, catering or baking services, alterations, silk flower arranging, etc.

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
1. Needs survey	Have students work in small groups with an assigned leader to conduct a "yellow page" search of businesses in the community that are related to management. Brainstorm for ideas on needs of the community. Consider the size, economy, and amount of competition. Prepare a class list of "business possibilities" in your community. Group leaders may report to the class and be evaluated on leadership and communication skills.[B] [C]
	Have students select three of the possible businesses from the list prepared in class. Develop a questionnaire to be used in determining the reaction of the community to the proposed businesses. Distribute the questionnaire to groups that would be consumers. Tally the results and predict the success or failure of the proposed businesses. Evaluate communication skills of students.[C]
2. Procedures	Ask students to find information and write a paper identifying procedures for starting a business. KEY QUESTIONS: What factors effect the location of the business? Will a license be required? If so, how and where may the license be obtained? How will Social Security taxes effect the establishment? Where may an entrepreneur obtain information and assistance with sales taxes and other business taxes? Evaluate students' communication skills and knowledge.[B] [C]
	Ask students to look up and write out definitions for the following business terms: *Social Security number, W-4 form, W-4E form, W-2 form, work permit, fringe benefits, workmen's compensation, severance pay, collective bargaining, labor unions, civil service,* and *job termination.* Discuss the definitions.
	Invite a small business owner to discuss with the class the systems and records necessary for keeping track of business revenues, expenditures, inventory, payroll, payroll deductions, taxes, and accounts receivable. Have students ask why a complete record keeping system is important for both day-to-day and long-range documentation of the operations. KEY QUESTIONS: How can the worth of the inventory be determined? How is business decline or growth determined? Ask students to turn in a summary of information gained from the speaker. Evaluate students for communication skills in addition to knowledge gained from the speaker.[B] [C]
	Have students develop a list of sources of information and names of professionals that could provide assistance in setting up a new

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

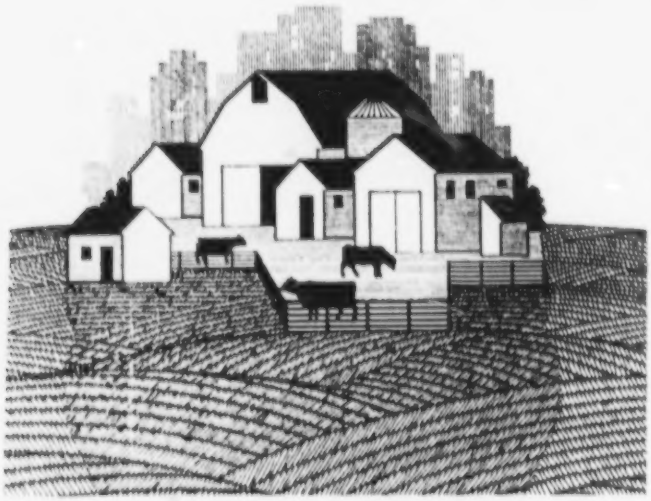
CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	business. Examples include: lawyers, contractors, realtors, bankers, accountants, employment agencies, Small Business Administration, Retail Merchant's Association, etc.
	Assemble a display of forms and records which would be used in operating a business. Discuss the items displayed and ask students to be able to identify the purpose of each. Make copies of the sample forms obtained for the display. Give students sample figures for practice in completing balance sheets, profit and loss statements, and breakeven analyses.[B]
3. Facilities and equipment	Define the term *cottage industry*. KEY QUESTION: Are there any legal restrictions to establishing a business that is operated out of the home? Assign a student to check with the city zoning department to determine what local regulations apply to a business in the home. Have the student report to the class. Evaluate the student's communication skills and knowledge.[C]
	Ask another student to determine the price per square foot of lease space for a small business and report to the class. Have the report include figures for space in a large mall, a small shopping center, and a separate space not connected to a mall or shopping center. KEY QUESTIONS: What other expenses would have to be considered in addition to the lease amount? Would there be restrictions as to what type of business could be operated from the space being considered? Evaluate the report for communication skills and knowledge.[C]
	Have students write letters to obtain catalogs and price lists from equipment manufacturers for the class library. (Catalogs might be borrowed from business owners in the community.) Ask students to decide on the minimum amount of equipment necessary to start an assigned type of business and estimate its' cost. Discuss how costs might be lowered by buying used equipment. If possible compare costs of used and new equipment. Evaluate communication skills of students.[B] [C]
	Ask students to estimate the amount of space required for different types of businesses related to management. Consider the number of employees, office requirements, storage for inventory and supplies, display and sales area, etc.[B]
4. Customer contacts	Discuss in class ways a business can foster good public relations with customers. Have students develop a set of guidelines based on the class discussion. Examples might include:

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	1) Greet customers promptly and pleasantly. 2) If you are busy, say "I'll be with you soon" in a friendly manner. 3) Wait on customers in the order they enter the establishment. 4) Be prepared to answer questions about products or services. 5) Thank customers and invite them back. 6) Build a reputation of dependability, honesty, and service.
	Brainstorm with students to identify advertising methods that can be used to make customer contacts. Discuss the advantages and disadvantages of each method. Include methods such as word-of-mouth, direct mailings, newspaper, radio and TV spots, handbills, posters or billboards in public places, etc.
	Have students view and write a critique of promotional advertising for management related businesses on TV. KEY QUESTIONS: To what audience is the advertisement designed to appeal? Do you think the ads could be improved? How? Evaluate the students for communication skills.[C]
	Ask students to locate several ads for businesses related to management in the local newspaper. Have students analyze the ads in class to determine whether they are appealing and eye-catching. Outline the good and bad impressions formed about the businesses from reading the ads. State whether the ads are good or poor examples of public relations techniques. Explain ideas for improving the ads to the class. Evaluate students' communication skills.[B] [C]
	Supervise students in organizing a fund raising mini-business project for performing household services. Services offered might include: laundry, housecleaning, personal shopper, maid/butler, window cleaning, furniture moving or rearranging, carpet cleaning, gardening, floor waxing, etc. Have students elect class members for managers to promote the business, keep records, and place other students on jobs. Plan to operate the mini-business on weekends, over a holiday period, or after school. Ask students to evaluate the results and make suggestions for improving the project, if it is to be repeated later.[B] [C]

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

CATEGORIES OF RESOURCES



LAND/ENVIRONMENT

NATURAL SURROUNDINGS
SOCIAL ORGANIZATIONS
ECONOMIC INSTITUTIONS
POLITICAL INSTITUTIONS
COMMUNITY FACILITIES AND SERVICES

CAPITAL/ECONOMIC

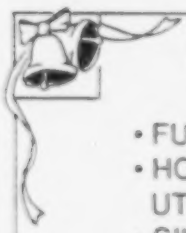
MONEY INCOME
WEALTH
NON-MONEY INCOME

LABOR/HUMAN

SKILLS
ENERGY
TIME
KNOWLEDGE
ATTITUDES

82

FAMILY LIFE CYCLE



BEGINNING

- FURNITURE
- HOUSEHOLD UTENSILS
- SILVERWARE
- DISHES

EXPANDING

- BABY BED
- MATERNITY CLOTHES
- MEDICAL EXPENSES
- PLAY EQUIPMENT
- FURNITURE
- HOUSE OR LARGER APARTMENT
- CHILDREN'S CLOTHING
- FOOD
- SCHOOL SUPPLIES
- INSURANCE PREMIUMS

LAUNCHING

- EDUCATION EXPENSES
- CLOTHING
- FOOD
- WEDDING EXPENSES
- SAVINGS FOR RETIREMENT

MIDDLE AGE

- MEDICAL EXPENSES
- CARE OF PARENTS
- REPLACE HOUSEHOLD ITEMS
- INSURANCE PREMIUMS
- SAVINGS FOR RETIREMENT

OLD AGE

- RECREATION
- TRAVEL
- HOUSING
- UTILITIES
- FOOD
- MEDICAL CARE
- FUNERALS

SKILLS AS RESOURCES

1. MAKE A LIST

2. PLAN NUTRITIOUS MEALS

3. BUY AT LOWEST COST

4. PREPARE INEXPENSIVE FOODS

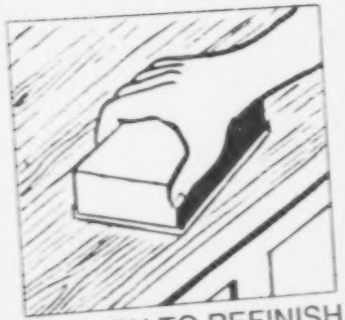
5. LEARN TO MAKE ALTERATIONS

6. READ LABELS AND FOLLOW INSTRUCTIONS

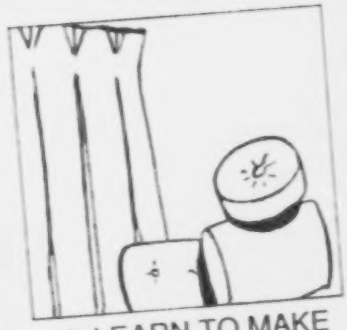
SKILLS AS RESOURCES

7. MEND CLOTHES

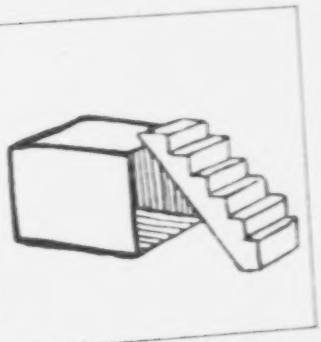
8. PRESS AND STORE CLOTHES PROPERLY



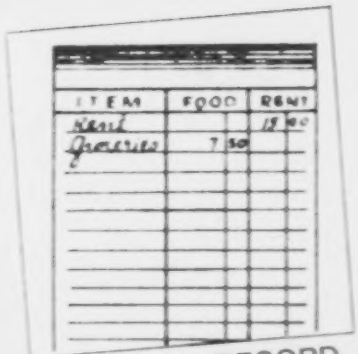
9. LEARN TO REFINISH FURNITURE



10. LEARN TO MAKE ACCESSORIES

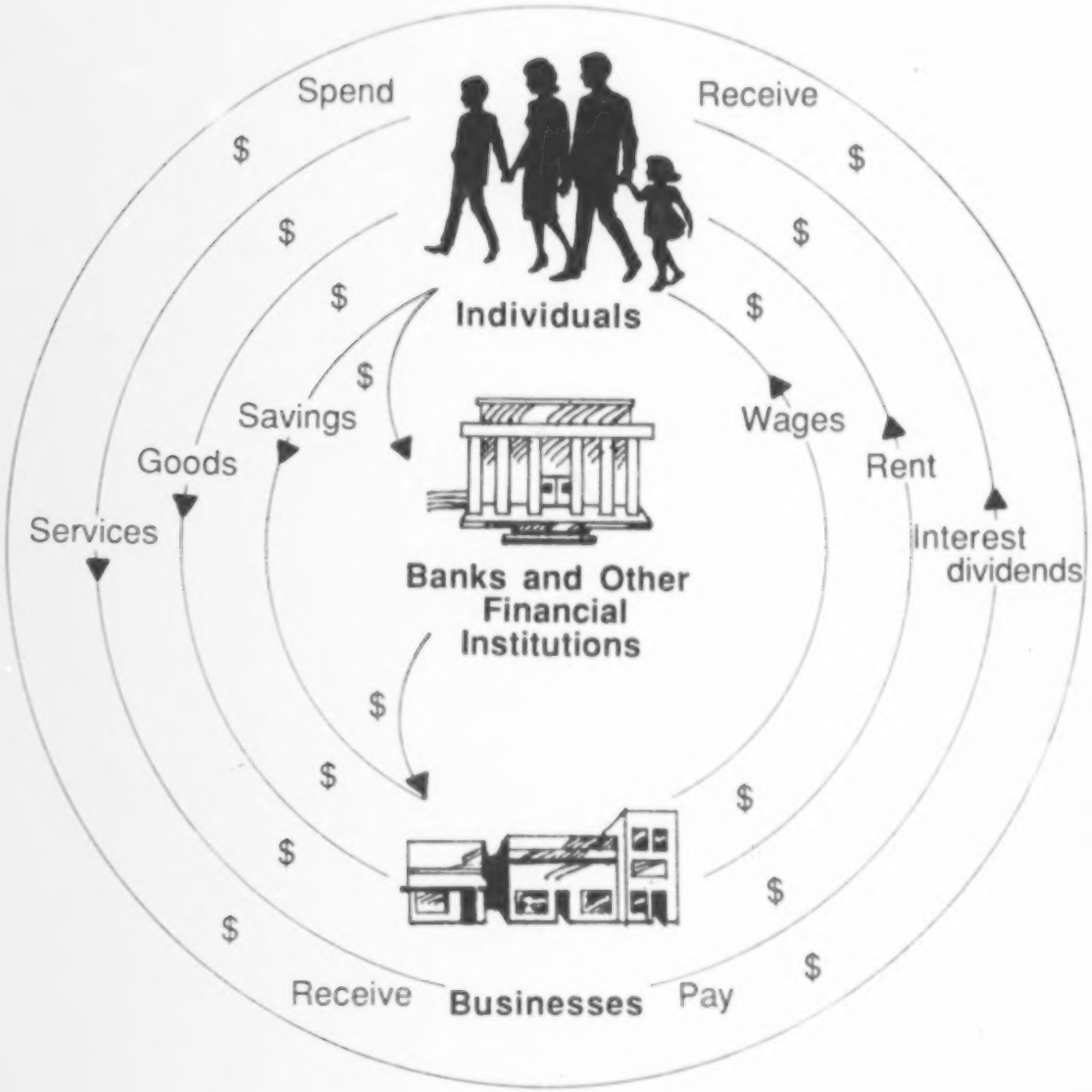


11. MAKE TOYS FOR CHILDREN



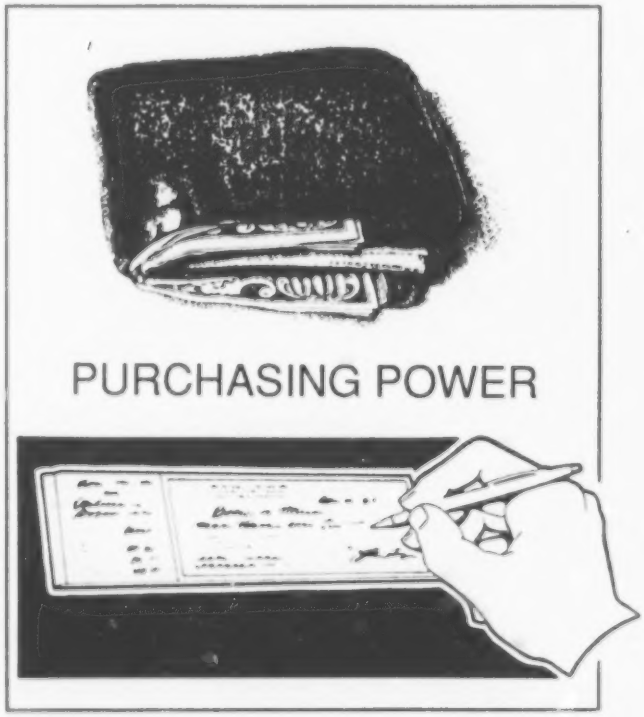
12. KEEP A RECORD OF EXPENSES

CIRCULAR FLOW OF INCOME



MATERIAL RESOURCES

AVAILABLE GOODS AND SERVICES

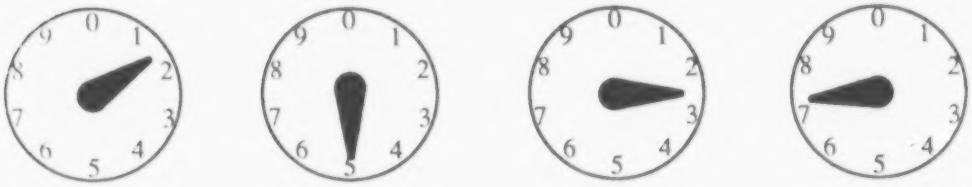


PURCHASING POWER

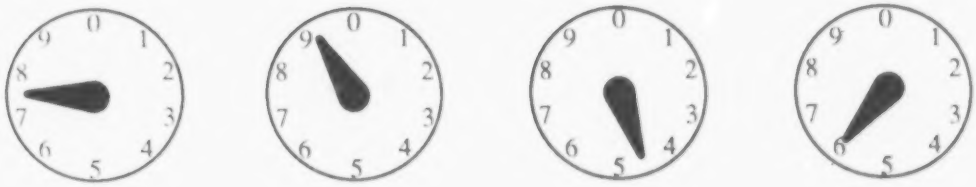
BEST COPY AVAILABLE

PRACTICE READING UTILITY METERS

WRITE THE CORRECT NUMBERS ON THE BLANKS PROVIDED.

1. 

ANSWER _____

2. 

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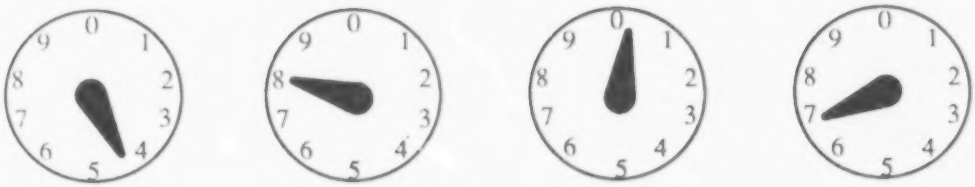
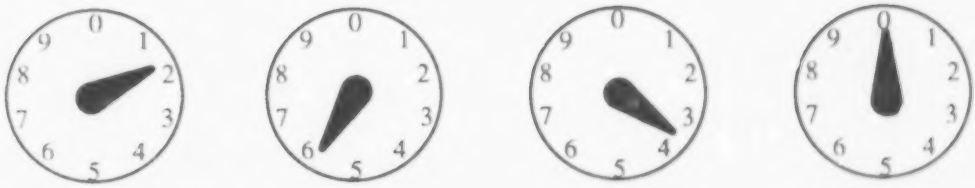
3. 

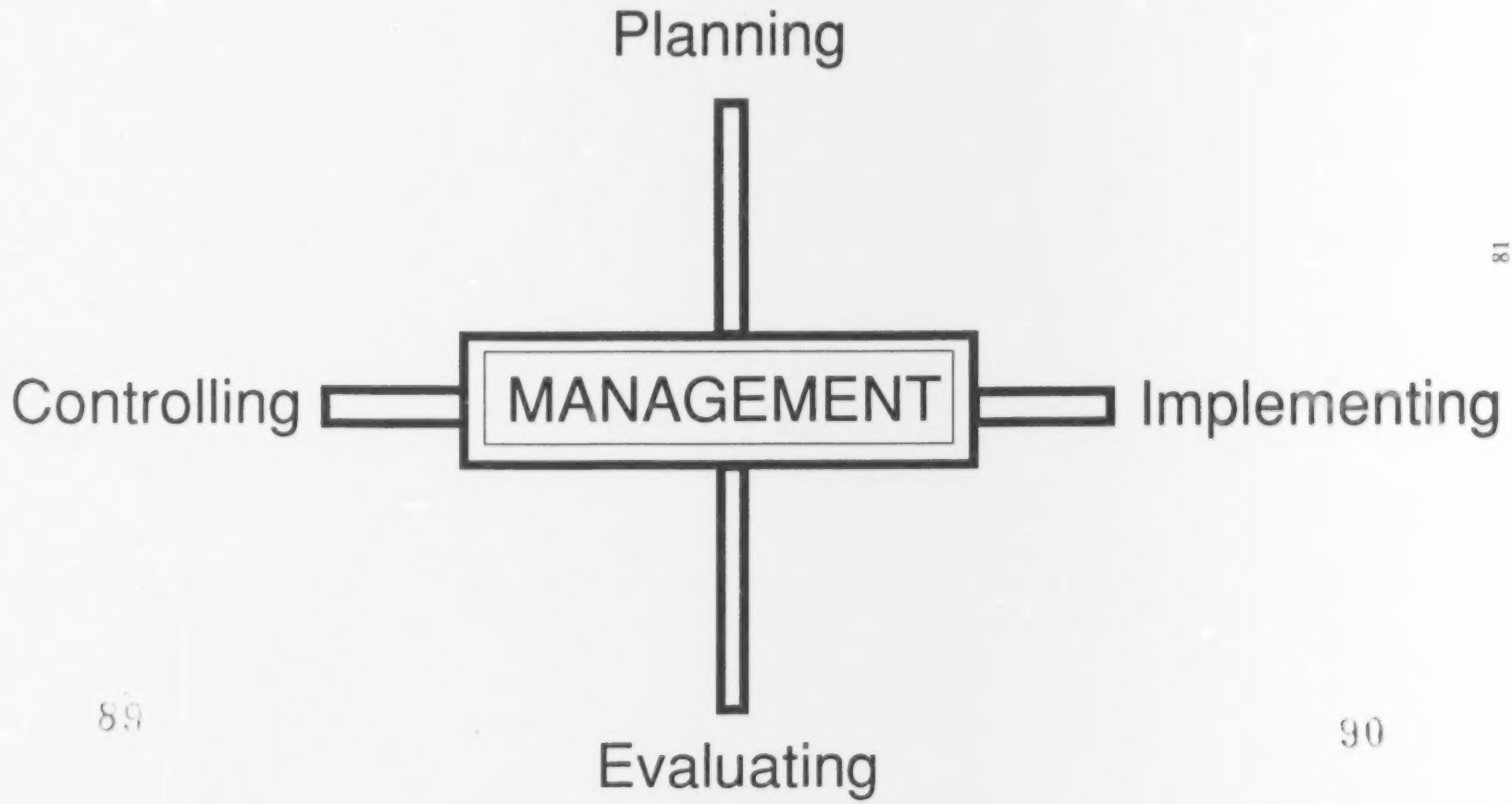
ANSWER _____

4. 

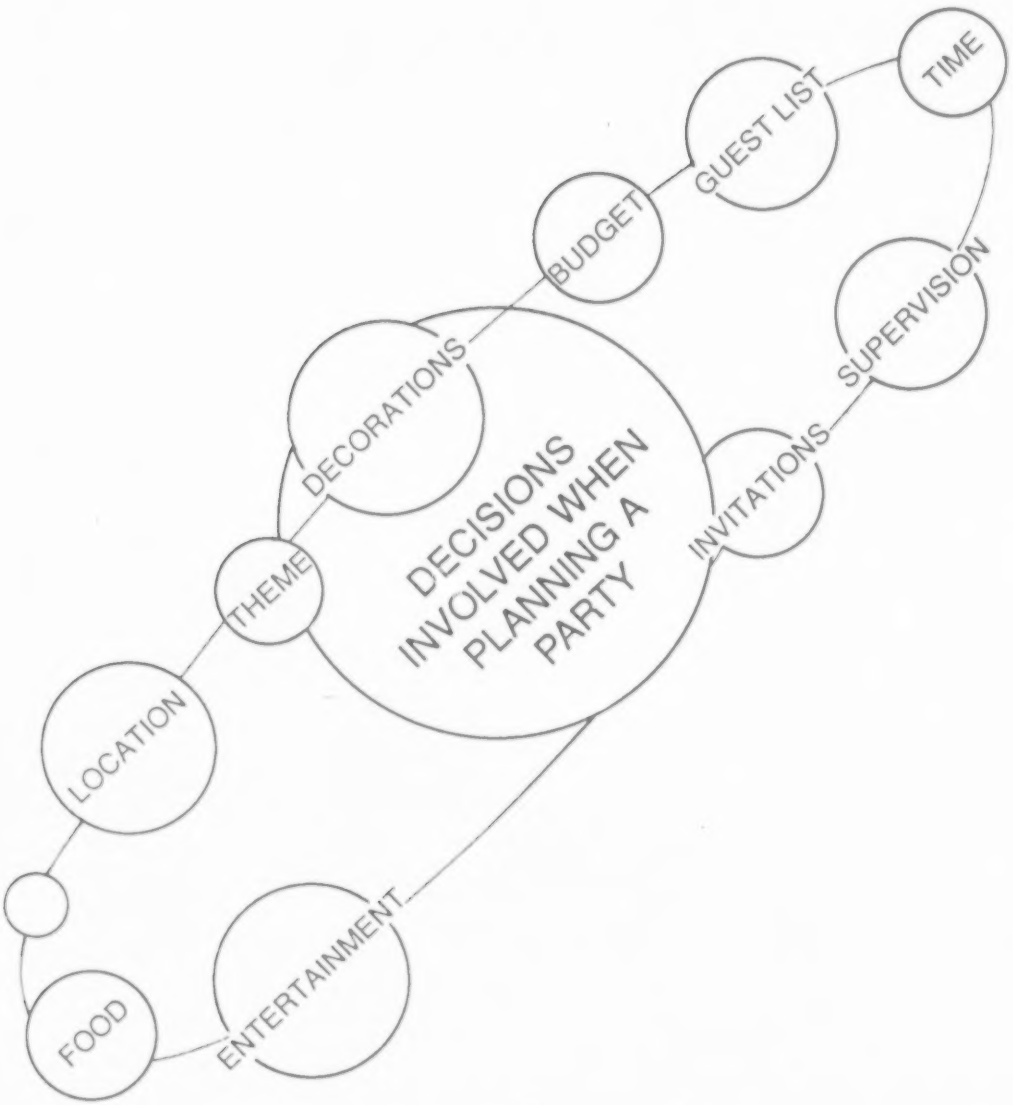
ANSWER _____

ANSWERS: 1) 1527 2) 7946 3) 4806 4) 1530

BASIC ELEMENTS OF MANAGEMENT

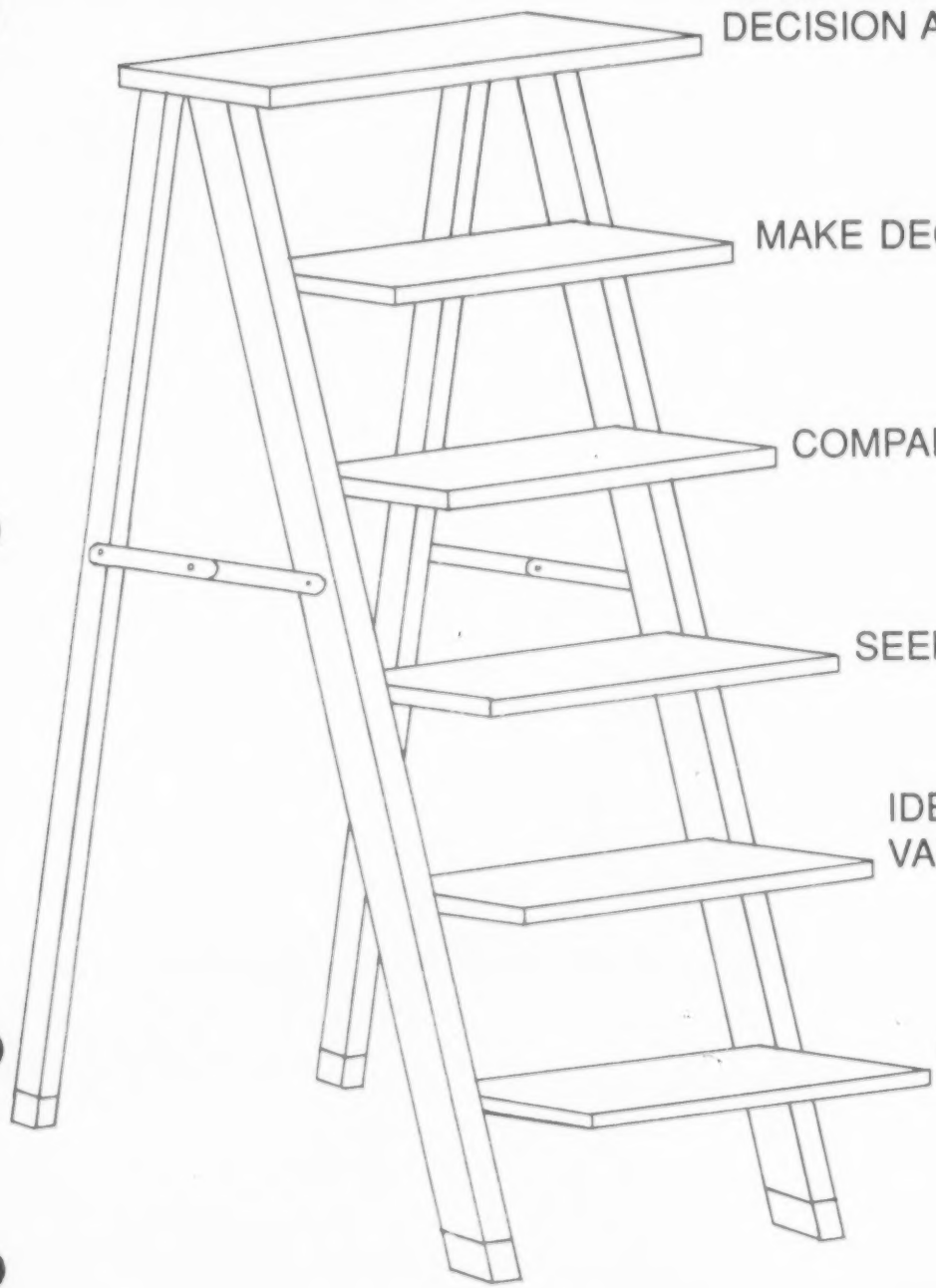


DECISION SATELLITES



91

STEPS TO DECISION MAKING



VALUES

Families and Their Values

The Garden Grove Housing Units are located in the northern part of a middle-sized city in Texas. Three families, the Washingtons, the Lopezes, and the Millers, all live in this unit and have approximately the same incomes. Their housing and food expenses are similar. However, their other expenses vary considerably.

The Washingtons own a color TV set and a VCR, often go for short drives on the weekends, and attend many football and basketball games. Son Jimmy has poor teeth but there seldom seems to be enough money for the home and have no savings.

The Lopezes have a small savings account to which they try to add money monthly so their son can go to school and study electronics when he finishes high school. They are buying a set of reference books on the installment plan for the younger children in the family. They own a small color TV set and spend many evenings watching TV programs. The Lopezes would like a new rug, but cannot afford it at the present time.

The Millers like to fix things, so they spend a great deal of time refinishing inexpensive pieces of furniture and have just painted their apartment. Their most recent purchase was a chair for the living room. Susie wants a new tennis racquet for the tennis meet, so the family is trying to save for the racquet. After they make their contribution to church this week, there will be little money left until next payday.

$1,000 Supermarket Sweepstakes

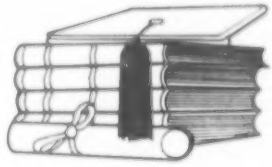
Amy and Frank have received a check for $1,000 after winning a supermarket sweepstakes. Amy discusses the prize money with her three friends–Terri, Brenda, and Melinda. Amy admits that she and Frank cannot agree on how to spend the money, so she asks her friends for advice.

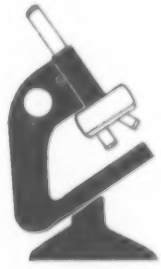
Terri feels Amy should spend the money on new furniture. Terri knows Frank just got a new job so the couple will be entertaining more often. Terri also thinks that Frank's new boss would not be impressed by the couple's old furniture.

Brenda thinks Amy should spend half the money on maternity clothes she has been wanting. Brenda feels she should buy then because it will be her only chance to purchase the variety of maternity clothes she would like to have. Brenda thinks Frank should spend the remaining $500 on something he could not buy otherwise.

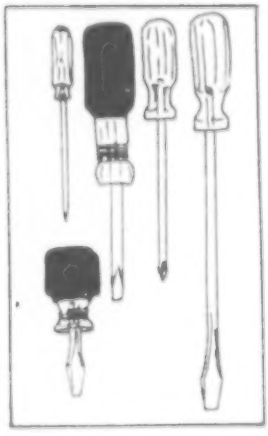
Melinda thinks Amy and Frank should start a savings account for their child's education. Melinda says that the bank interest on the money will help with the cost of the education.

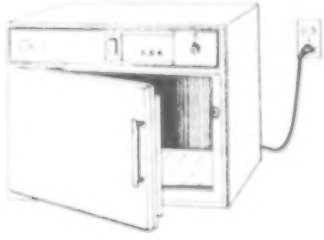
VALUES

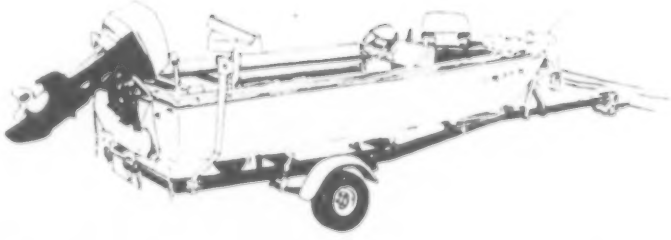




PEOPLE HAVE DIFFERENT IDEAS
ABOUT WHAT IS IMPORTANT

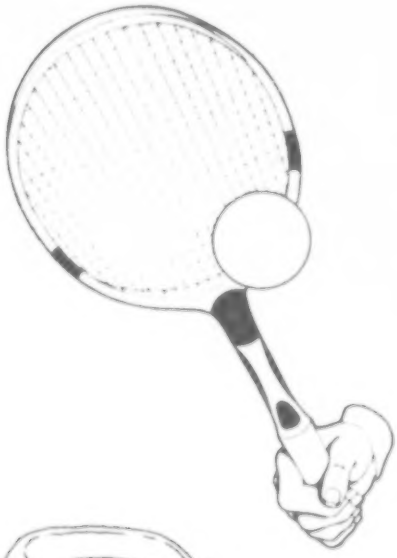


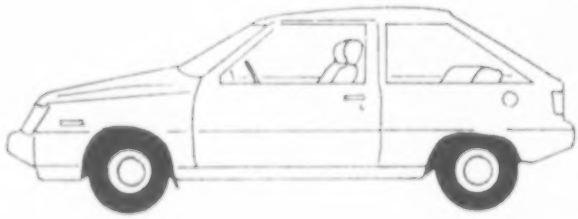


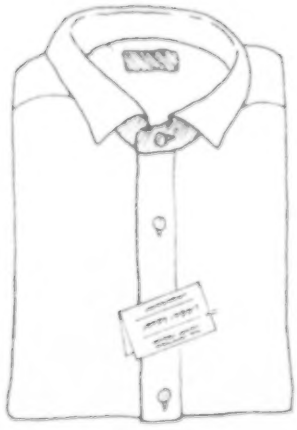


GOALS

SHORT TERM	LONG TERM







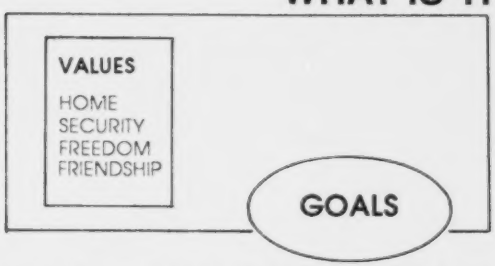
VALUES AND GOALS
(Chart)

DIRECTIONS: What are your definitions of values and goals? Think about your own values and goals. In the second column, list five values you hold. Next to each value name a short term goal and/or a long term goal you have for each value. In the first column, number the values you listed from most important to least important. Be prepared to share with the class why you chose each value and goal.

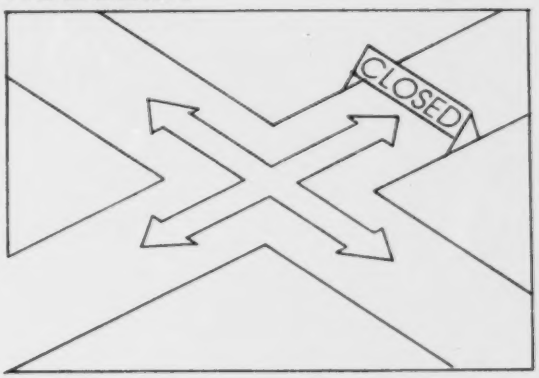
I Order of Importance	II Values	III Goals
	1.	Short Term Long Term
	2.	Short Term Long Term
	3.	Short Term Long Term
	4.	Short Term Long Term
	5.	Short Term Long Term

MAKING A DECISION

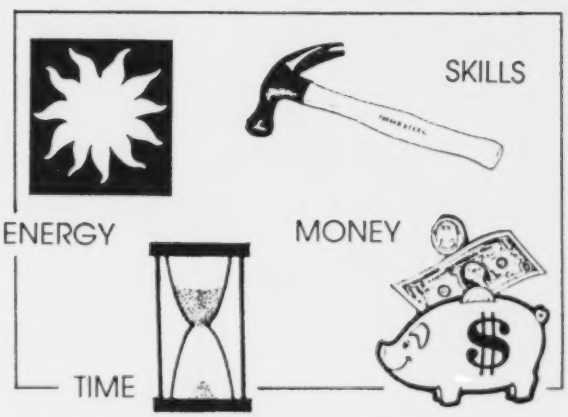
WHAT IS THE PROBLEM?



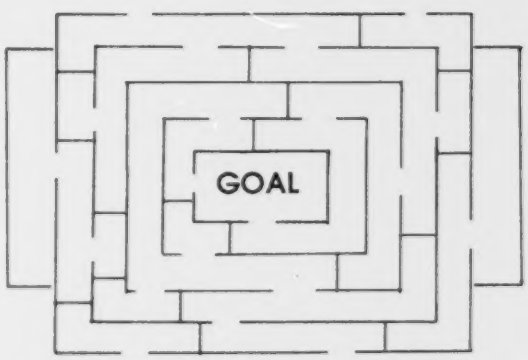
WHAT VALUES AND GOALS ARE INVOLVED?



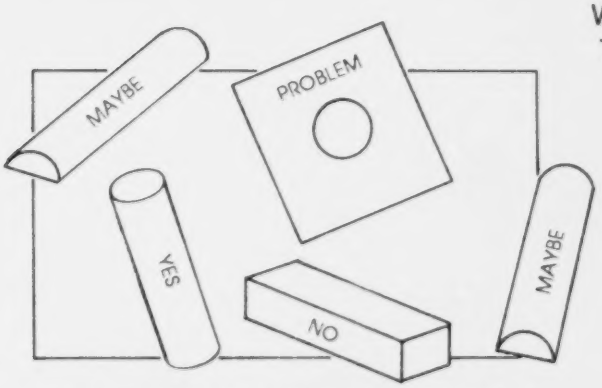
WHAT ARE THE POSSIBLE SOLUTIONS?



WHAT RESOURCES DO YOU HAVE?



WHAT WOULD BE THE OUTCOME OF THE DIFFERENT SOLUTIONS?



CHOOSE AN ALTERNATIVE AND PUT PLAN INTO ACTION.

EVALUATE THE RESULTS AND ACCEPT RESPONSIBILITY FOR THE DECISION.

PRACTICE IN DECISION MAKING

DIRECTIONS: List below one of your most recent decisions. Use this form to describe the decision you made.

1. The problem I faced was:

2. My alternatives included:

3. The results of each choice might have been:

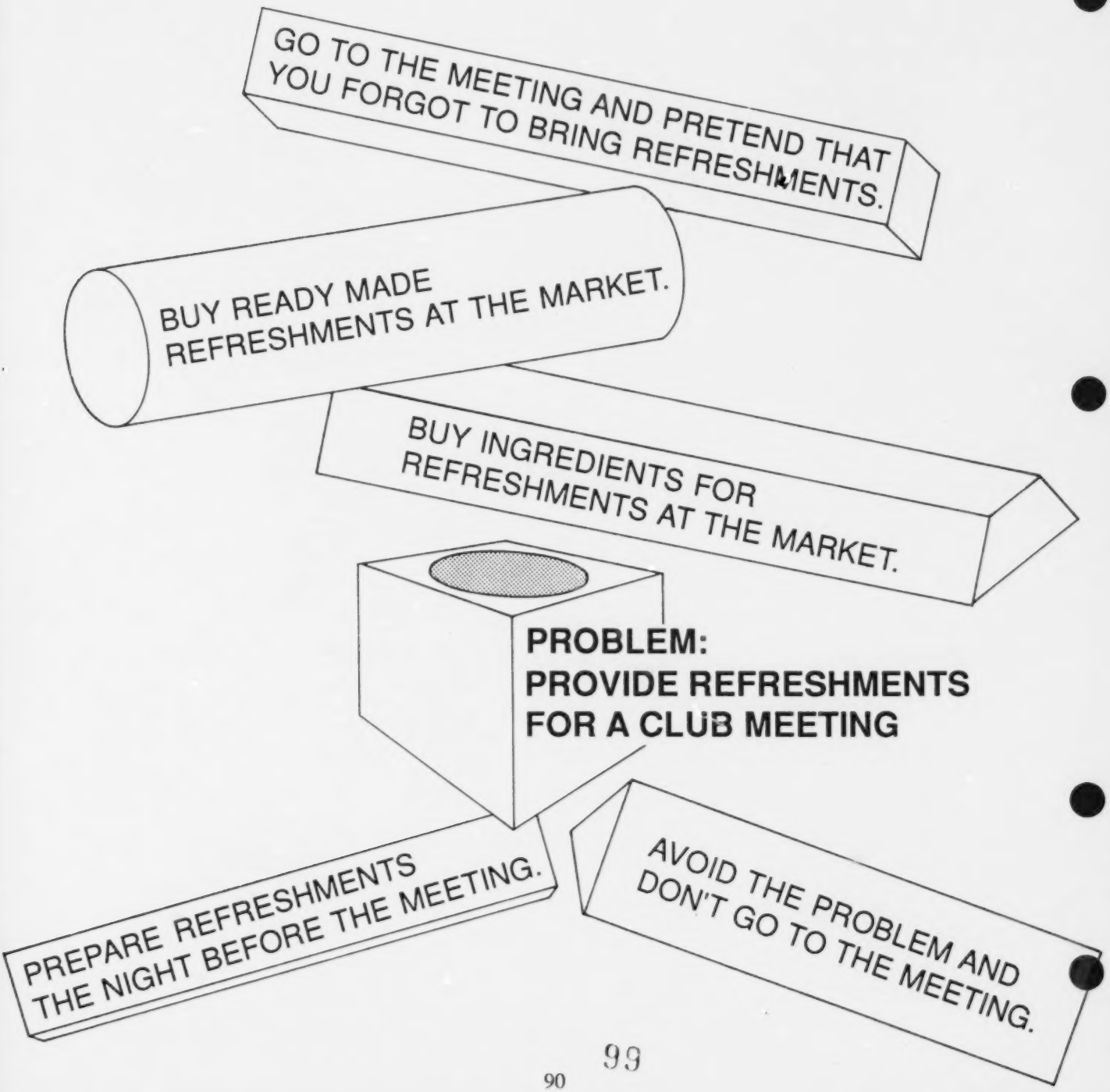
4. The decision I made was:

5. The reason I selected was:

6. I was willing to accept the results of my decision because:

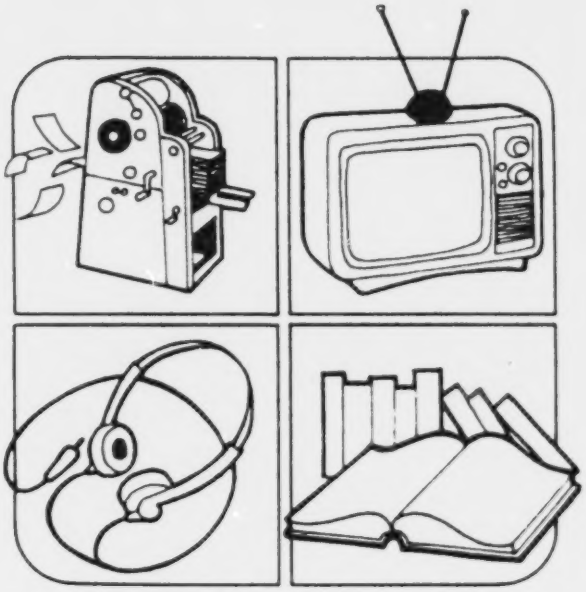
7. The resources I used in making the decision were:

WHAT IS THE BEST CHOICE?


GO TO THE MEETING AND PRETEND THAT YOU FORGOT TO BRING REFRESHMENTS.
BUY READY MADE REFRESHMENTS AT THE MARKET.
BUY INGREDIENTS FOR REFRESHMENTS AT THE MARKET.
PROBLEM: PROVIDE REFRESHMENTS FOR A CLUB MEETING
PREPARE REFRESHMENTS THE NIGHT BEFORE THE MEETING.
AVOID THE PROBLEM AND DON'T GO TO THE MEETING.

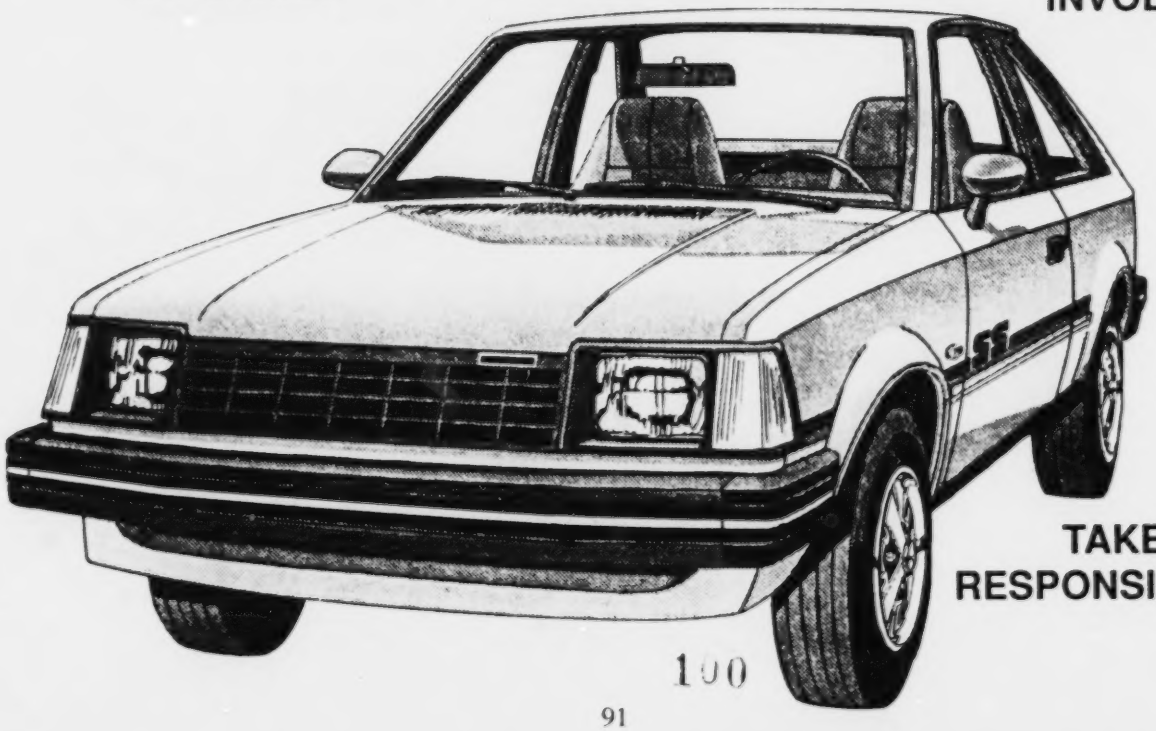
DECISION MAKERS

ARE THOSE WHO...



ARE INFORMED

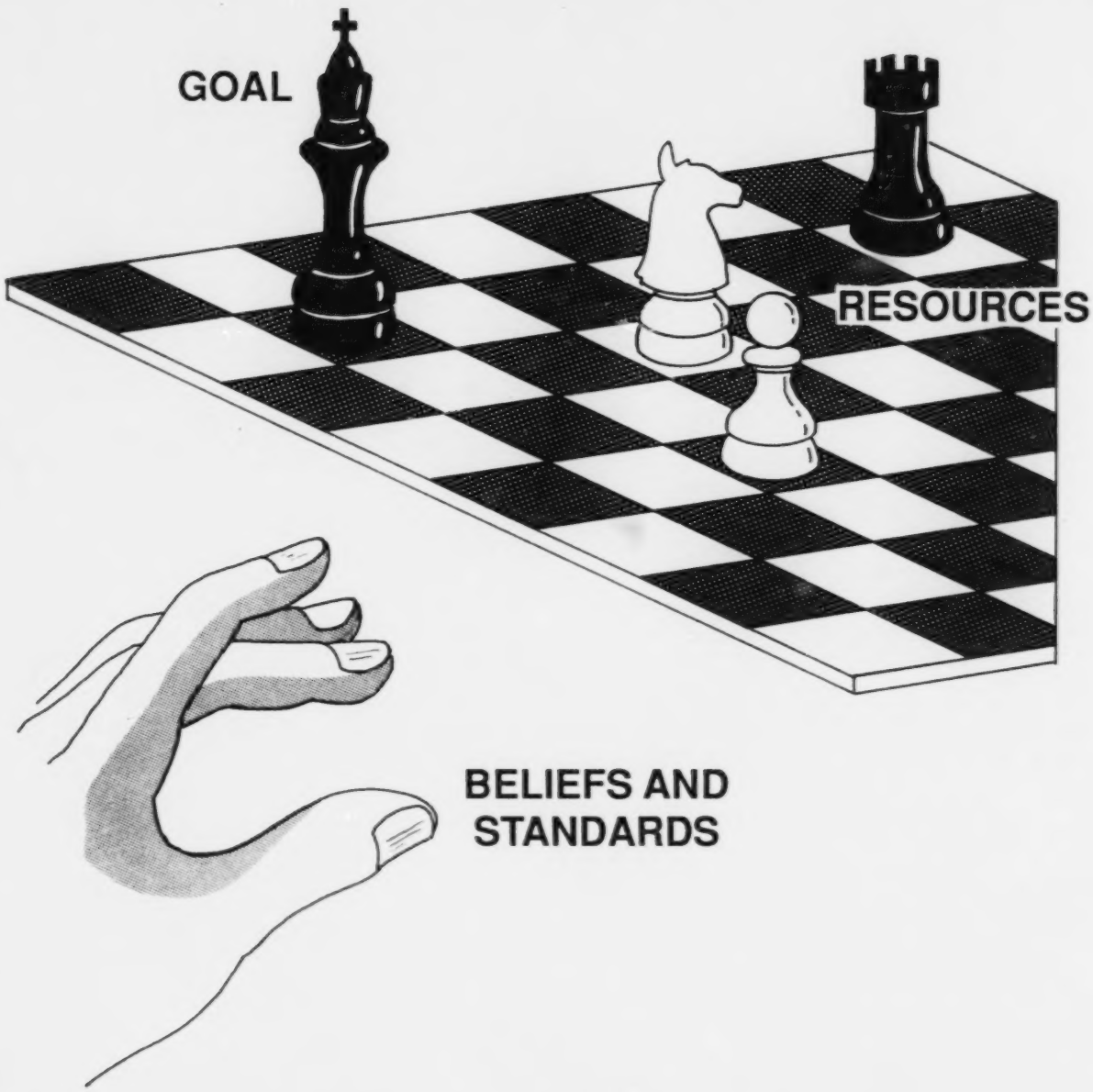
ARE INVOLVED



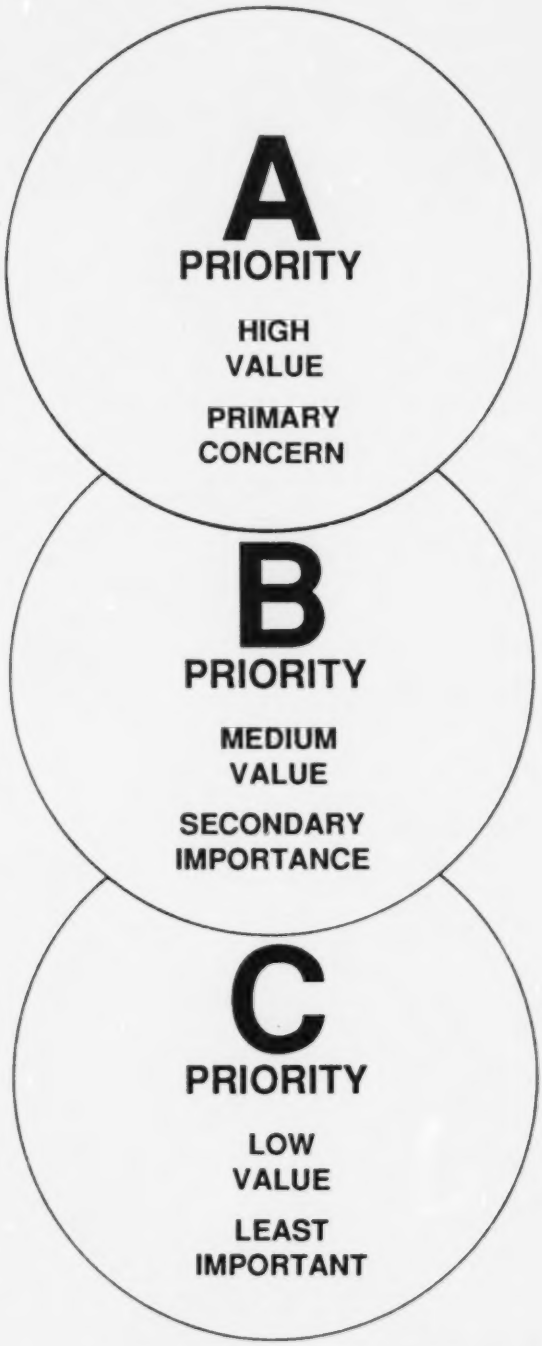
TAKE RESPONSIBILITY

DECISION MAKING

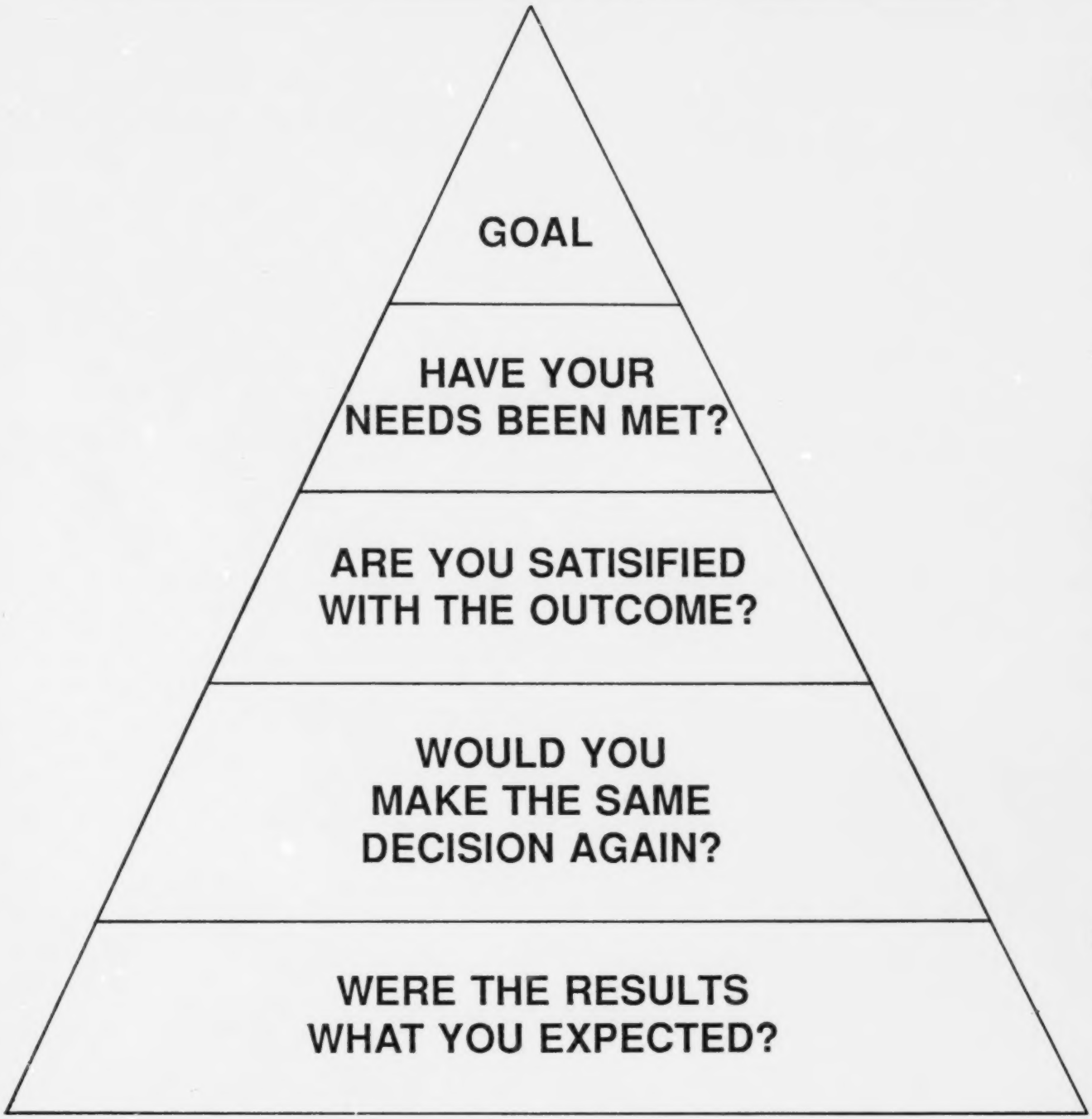
COMPONENTS



SETTING PRIORITIES



HOW CLOSE ARE YOU?


GOAL
HAVE YOUR NEEDS BEEN MET?
ARE YOU SATISIFIED WITH THE OUTCOME?
WOULD YOU MAKE THE SAME DECISION AGAIN?
WERE THE RESULTS WHAT YOU EXPECTED?

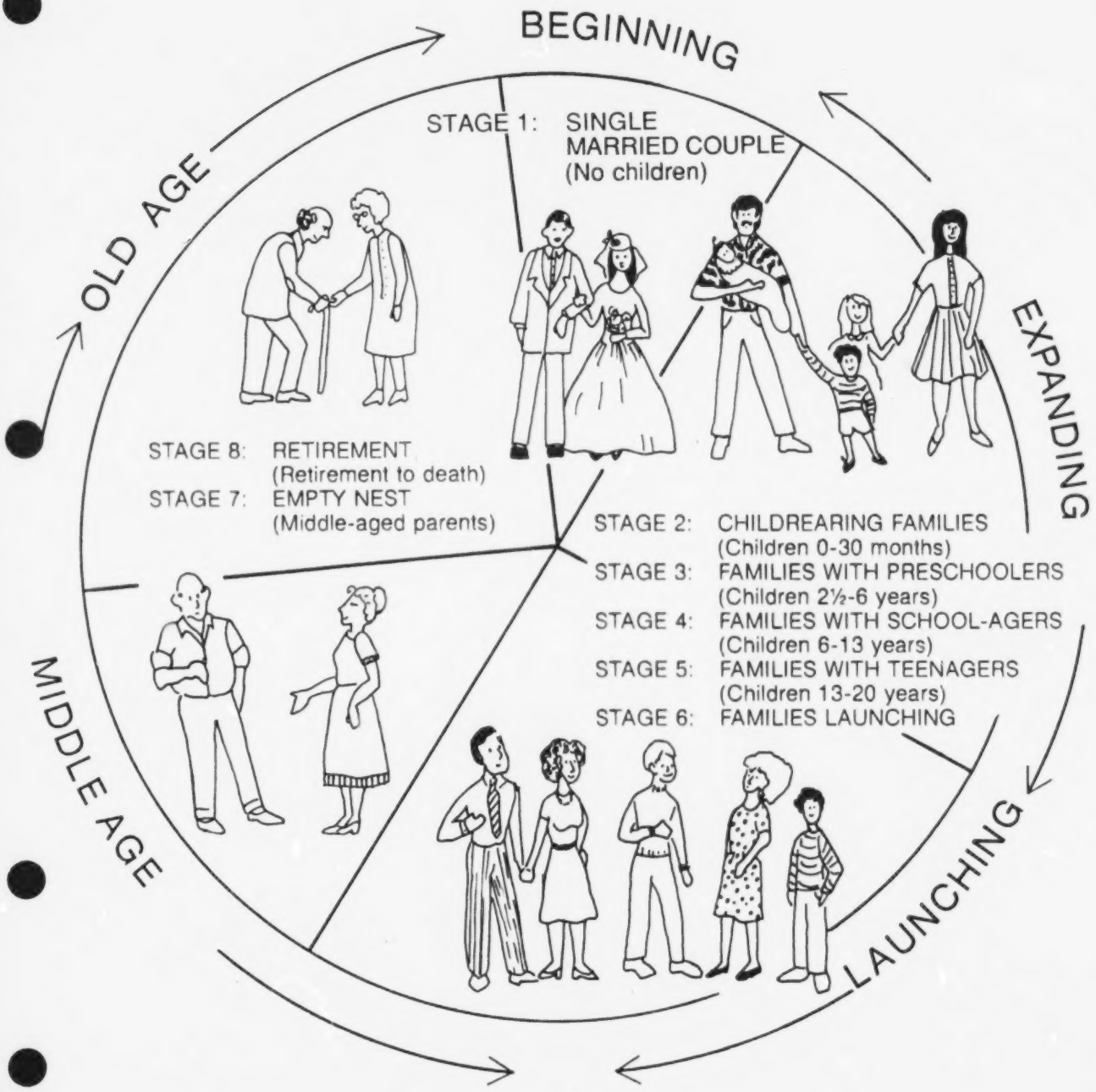
TYPES OF ECONOMIC SYSTEMS

Type of Economic System	What is the main economic problem?	How does this type of economy decide 1) what 2) how and 3) for whom?	What goals/values are implied as being important?
TRADITIONAL	Use outdated techniques of production and trade. It is restrictive and stifles economic growth.	1) From past generations 2) According to the past customs and beliefs 3) Goods and services distributed on the basis of traditional roles.	To preserve the "Old way of life." customs, traditions, religion, habits, and respect for elders
FREE-MARKET	Inbalance between keeping the free market and the desire to provide services to those in need.	1) By the spending activity of the general public 2) Changes made by business people in regard to the resources 3) Societies values and goals	To allow the general public the right to make economic decisions. freedom, democracy, progress, and change
COMMAND	General public has little or no influence on economic decisions. Progress can be stifled.	1) By a central authority 2) By a central authority 3) By a central authority	To control the economic system. quantity production, government control, and no freedoms

OUR FAMILY GOALS

GOALS (SHORT-TERM)	DATE	COST	GOALS (LONG TERM)	DATE	COST
Total			Total		

FAMILY LIFE CYCLE



DIRECTIONS: On the scale below, circle the number opposite any change which has occured in your life in the past year. Add up the value of your life change events. Compare your score with the following:

0 - 150	No significant problems
151 - 199	Mild life crisis (30 percent chance of illness)
200 - 299	Moderate life crisis (50 percent chance of illness)
300 and over	Major life crisis (90 percent chance of illness)

THE ADOLESCENT LIFE CHANGE EVENT SCALE*
(AGES 11-18)

Life Change Event	Life Change Unit
1. Death of a parent	98
2. Brother or sister dying	95
3. Close friend dying	92
4. Parents getting a divorce or separated	86
5. Failing one or more subjects in school	86
6. Being arrested by the police	85
7. Flunking a grade in school	84
8. Family member (other than yourself) having trouble with alcohol	79
9. Getting into drugs or alcohol	77
10. Losing a favorite pet	77
11. Parent or relative in your family (other than yourself) getting very sick	77
12. Losing a job	74
13. Breaking up with a close girlfriend or boyfriend	74
14. Quitting school	73
15. Close girlfriend getting pregnant	69
16. Parent losing a job	69
17. Getting badly hurt or sick	64
18. Hassling with parents	64
19. Trouble with teacher or principal	63
20. Having problems with any of the following: acne, overweight, underweight, too tall, too short	63
21. Starting a new school	57
22. Moving to a new home	51
23. Change in physical appearance (braces, glasses)	47
24. Hassling with brother or sister	46
25. Starting menstrual period (for girls)	45
26. Having someone new move in with your family (grandparent, adopted brother or sister, or other)	35
27. Starting a job	34
28. Mother getting pregnant	31
29. Starting to date	31
30. Making new friends	27
31. Brother or sister getting married	26

*From: Yeaworth, Rosalee C.; York, Janet; and Hussy, Maria A. "The Development of an Adolescent: Life Change Event Scale." *Adolescence*, Vol. 15, No. 57, Spring 1980. (Published by Libra Publishers, Inc., Rosyln Heights, NY)

DIRECTIONS: Complete the following sentences about stress by selecting terms from the list of emotions (or use other terms.) Complete only the number of sentences that apply to you.

angry	depressed	furious	paranoid
annoyed	dissatisfied	helpless	resentful
anxious	fed up	irritated	swamped
bitter	frightened	nervous	timid
confused	frustrated	overwhelmed	uptight

I feel _____ when _____

I feel _____ when _____

I feel _____ when _____

I feel _____ when _____

I feel _____ when _____

I feel _____ when _____

I feel _____ when _____

I feel _____ when _____

I feel _____ when _____

I feel _____ when _____

Describe a recent stress situation in your life. _____
_____
_____
_____

Describe your behavior under stress. _____
_____
_____
_____

I will try to reduce stress in my life by _____
_____
_____
_____

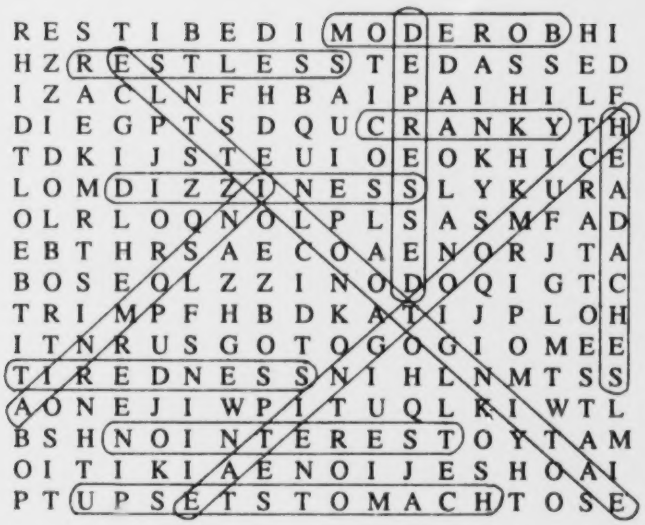
DIRECTIONS: Complete the stress word search by circling the hidden words to identify signs of stress. The terms in the puzzle are spelled diagonally, horizontally, vertically, or backwards. Refer to words listed below. Which signs of stress are physical and which are emotional?

WORDS:

BOREDOM
CRANKY
DEPRESSED
DIZZINESS
EATING TOO LITTLE
EATING TOO MUCH
HEADACHES
INSOMNIA
NO INTEREST
RESTLESS
TIREDNESS
UPSET STOMACH

R E S T I B E D I M O D E R O B H I
H Z R E S T L E S S T E D A S S E D
I Z A C L N F H B A I P A I H I L E
D I E G P T S D Q U C R A N K Y T H
T D K I J S T E U I O E O K H I C E
L O M D I Z Z I N E S S S L Y K U R A
O L R L O Q N O L P L S A S M F A D
E B T H R S A E C O A E N O R J T A
B O S E O L Z Z I N O D O Q I G T C
T R I M P F H B D K A T I J P L O H
I T N R U S G O T O G O G I O M E E
T I R E D N E S S N I H L N M T S S
A O N E J I W P I T U Q L K I W T L
B S H N O I N T E R E S T O Y T A M
O I T I K I A E N O I J E S H O A I
P T U P S E T S T O M A C H T O S E

ANSWER KEY


R E S T I B E D I M O D E R O B H I
H Z R E S T L E S S T E D A S S E D
I Z A C L N F H B A I P A I H I L E
D I E G P T S D Q U C R A N K Y T H
T D K I J S T E U I O E O K H I C E
L O M D I Z Z I N E S S L Y K U R A
O L R L O Q N O L P L S A S M F A D
E B T H R S A E C O A E N O R J T A
B O S E O L Z Z I N O D O Q I G T C
T R I M P F H B D K A T I J P L O H
I T N R U S G O T O G O G I O M E E
T I R E D N E S S N I H L N M T S S
A O N E J I W P I T U Q L K I W T L
B S H N O I N T E R E S T O Y T A M
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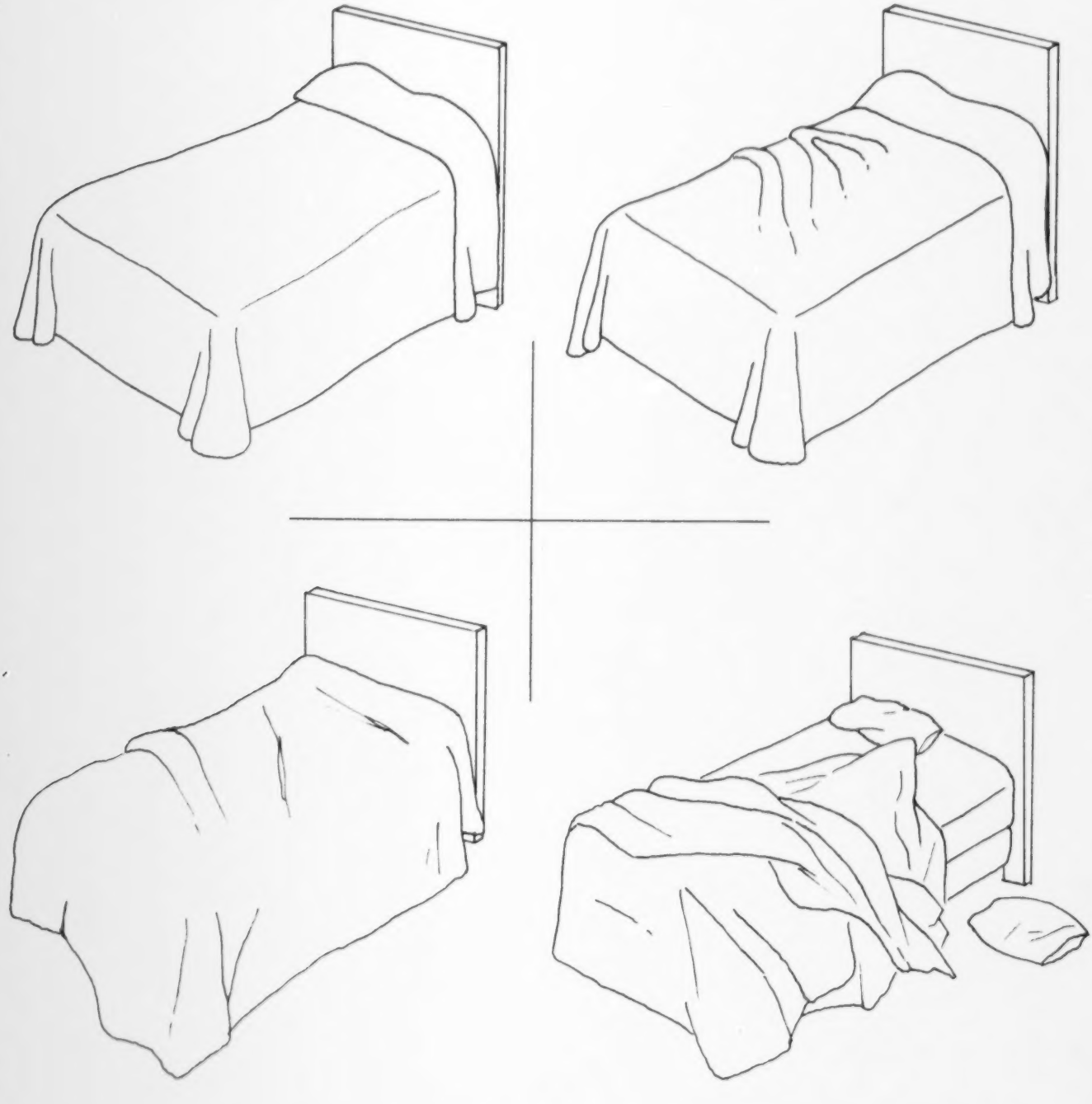
P T U P S E T S T O M A C H T O S E

BED MAKING STANDARDS



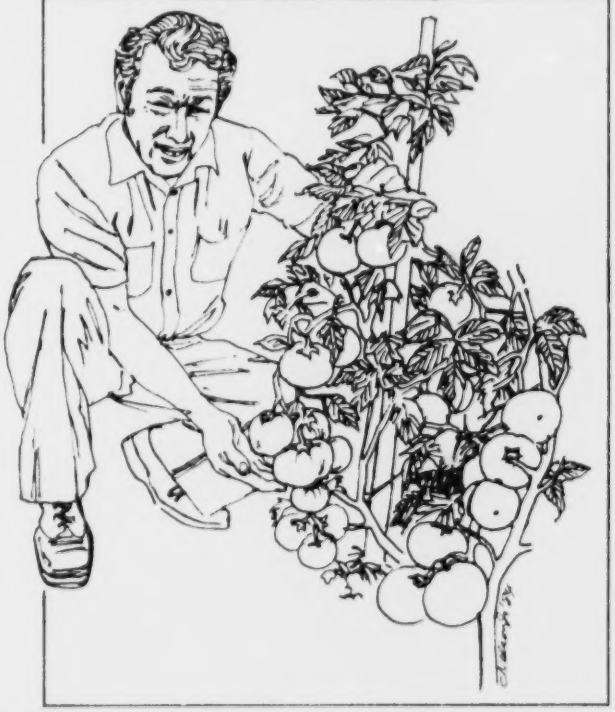
BUSY AS A BEE

DAILY

WEEKLY

OCCASIONALLY

SEASONALLY



TIME LOG:
A LIST OF DAILY ACTIVITIES

TIME	ACTIVITY	CATEGORIES							
		Rest	Class	Study	Meals	Grooming	Work	Fun	Other
7:00 a.m.									
7:30									
8:00									
8:30									
9:00									
9:30									
10:00									
10:30									
11:00									
11:30									
12:00 p.m.									
12:30									
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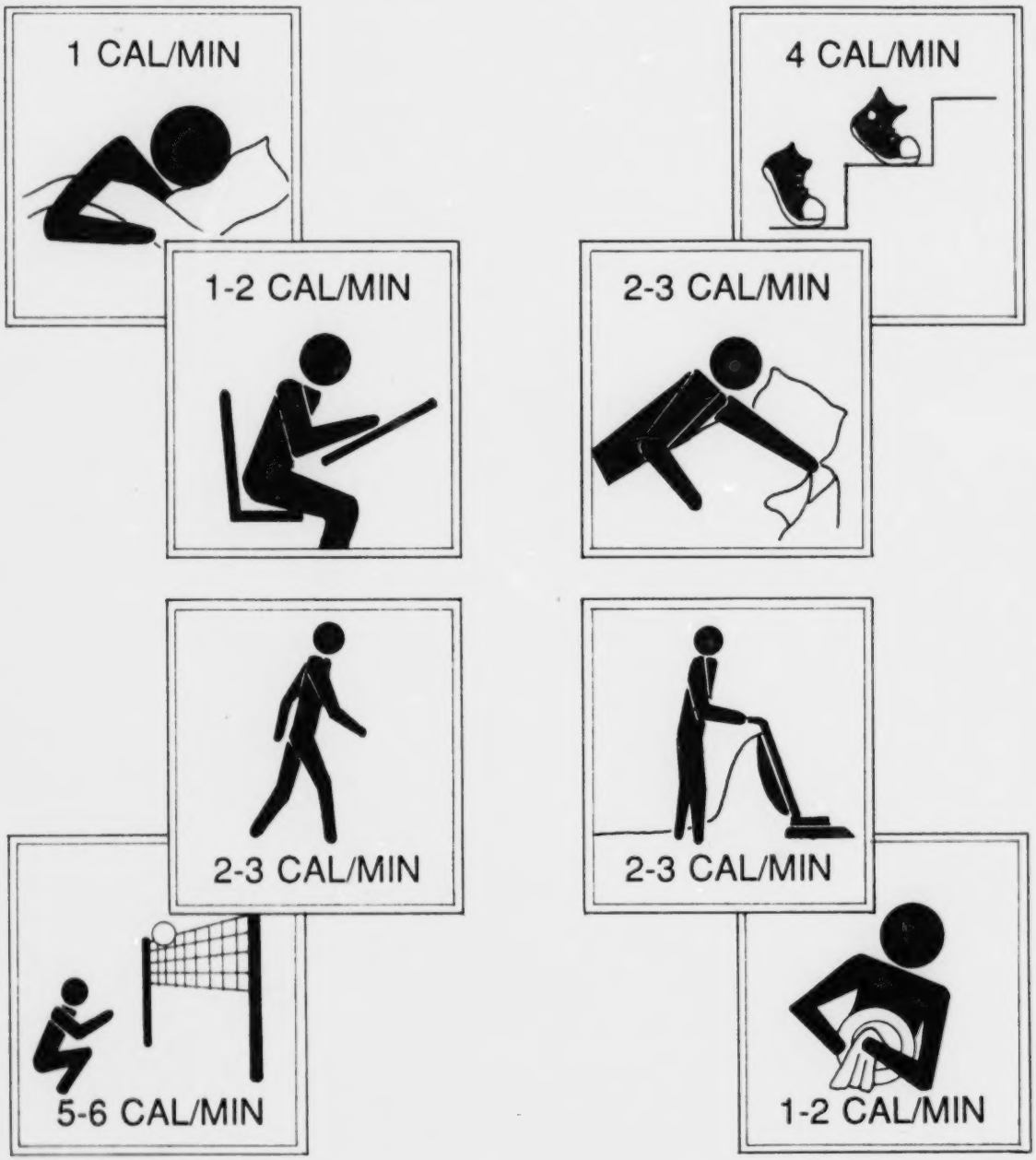
10:30									
11:00									
11:30									
12:00 a.m.									

ENERGY COSTS



APPLIANCE CHECK LIST

GENERAL HOUSING
- ☐ air conditioner (central)
- ☐ air conditioner (window)
- ☐ attic fan
- ☐ air purifier
- ☐ clock
- ☐ dehumidifier
- ☐ deodorizer
- ☐ evaporative cooler
- ☐ fan
- ☐ fireplace log
- ☐ heating unit (central)
- ☐ humidifier
- ☐ lamp
- ☐ overhead light
- ☐ space heater
- ☐ water heater (electric)
- ☐ water heater (gas)

KITCHEN
- ☐ blender
- ☐ bottle warmer
- ☐ broiler
- ☐ can opener
- ☐ carving knife
- ☐ coffee maker
- ☐ corn popper
- ☐ dishwasher
- ☐ disposal
- ☐ deep fat fryer
- ☐ food freezer
- ☐ fondue pot
- ☐ food processor
- ☐ hot plate
- ☐ microwave oven
- ☐ mixer
- ☐ range (electric)
- ☐ range (gas)
- ☐ refrigerator
- ☐ sandwich grill
- ☐ skillet
- ☐ trash compactor
- ☐ toaster
- ☐ toaster oven
- ☐ warming tray

TRANSPORTATION
- ☐ automobile
- ☐ boat
- ☐ motorcycle
- ☐ garage door opener

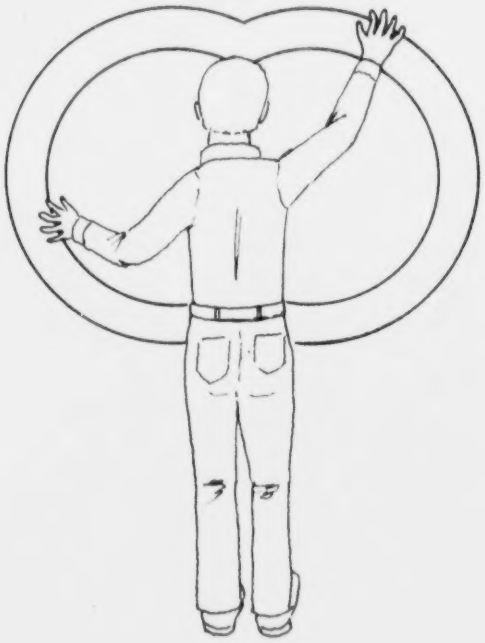
HEALTH AND GROOMING
- ☐ blanket
- ☐ curling iron
- ☐ exercise equipment
- ☐ hair clippers
- ☐ hair dryer
- ☐ heat lamp
- ☐ heating pad
- ☐ hot comb/brush
- ☐ hot lather dispenser
- ☐ hot tub
- ☐ make-up mirror
- ☐ massager
- ☐ shaver
- ☐ sun lamp
- ☐ sauna
- ☐ toothbrush
- ☐ vaporizer
- ☐ vibrator

FINANCE AND COMMUNICATION
- ☐ adding machine
- ☐ calculator
- ☐ computer
- ☐ pencil sharpener
- ☐ telephone

ENTERTAINMENT
- ☐ barbecue grill
- ☐ ice cream freezer
- ☐ projector
- ☐ radio
- ☐ stereo/tape player
- ☐ tape recorder
- ☐ television
- ☐ toys (electric)
- ☐ video recorder

HOBBIES
- ☐ aquarium filter
- ☐ aquarium heater
- ☐ guitar
- ☐ sewing machine
- ☐ scissors (electric)
- ☐ plant lights

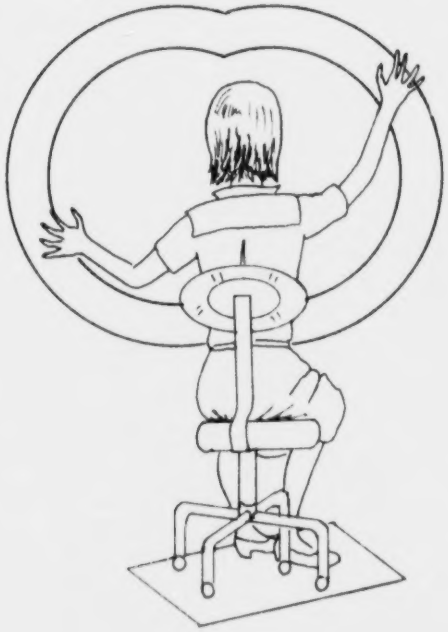
REACHABLE STORAGE SPACE



EASY REACH AREA

SWING AN ARC WITH EACH ARM, KEEPING ELBOWS COMFORTABLY CLOSE TO YOUR BODY.

STORE MOST-USED ARTICLES IN THIS AREA.



MAXIMUM REACH AREA

SWING AN ARC WITH EACH ARM EXTENDED TO FULL LENGTH. BEND FORWARD SLIGHTLY IF MEASURING FROM A SEATED POSITION.

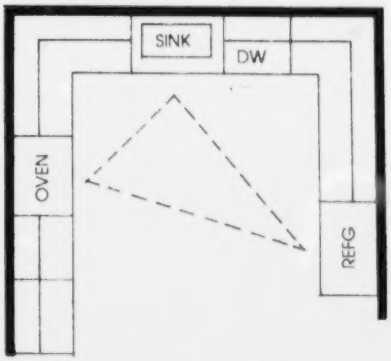
STORE ARTICLES USED A LITTLE LESS FREQUENTLY IN THIS AREA.

OUTSIDE OF MAXIMUM REACH AREA

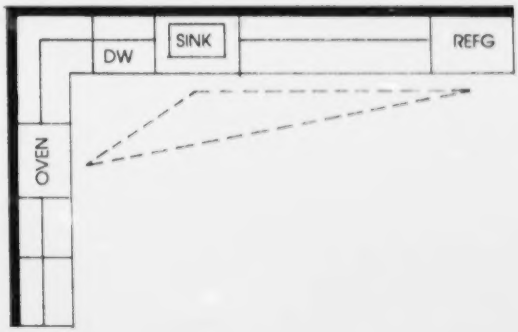
STORE ARTICLES USED OCCASIONALLY IN THIS AREA.

KITCHEN PLANNING

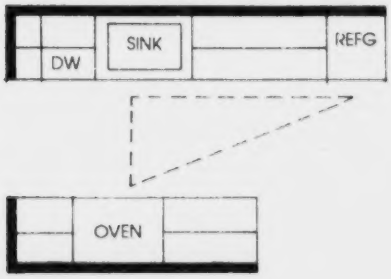
U SHAPE



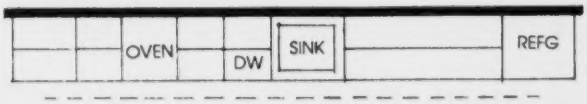
L SHAPE

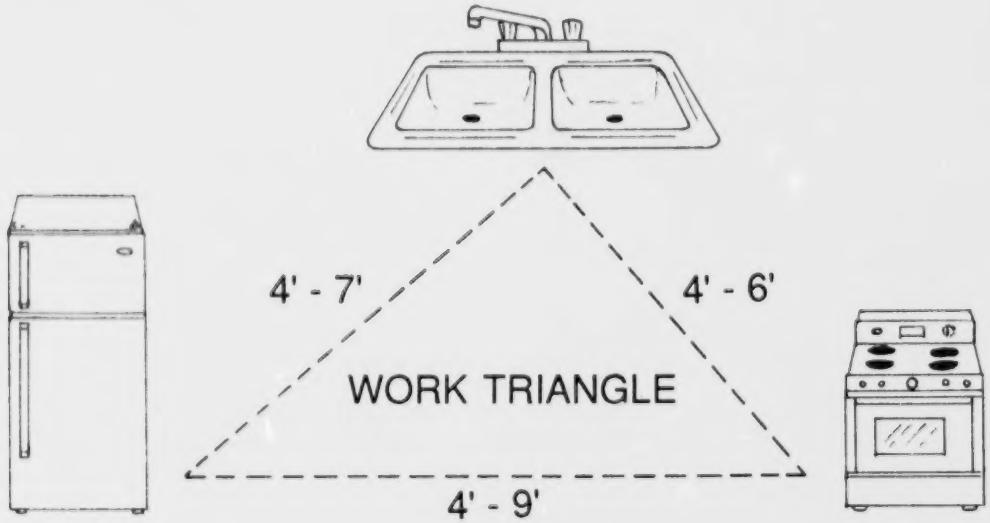


CORRIDOR SHAPE



ONE WALL





PLANNING AND ORGANIZING

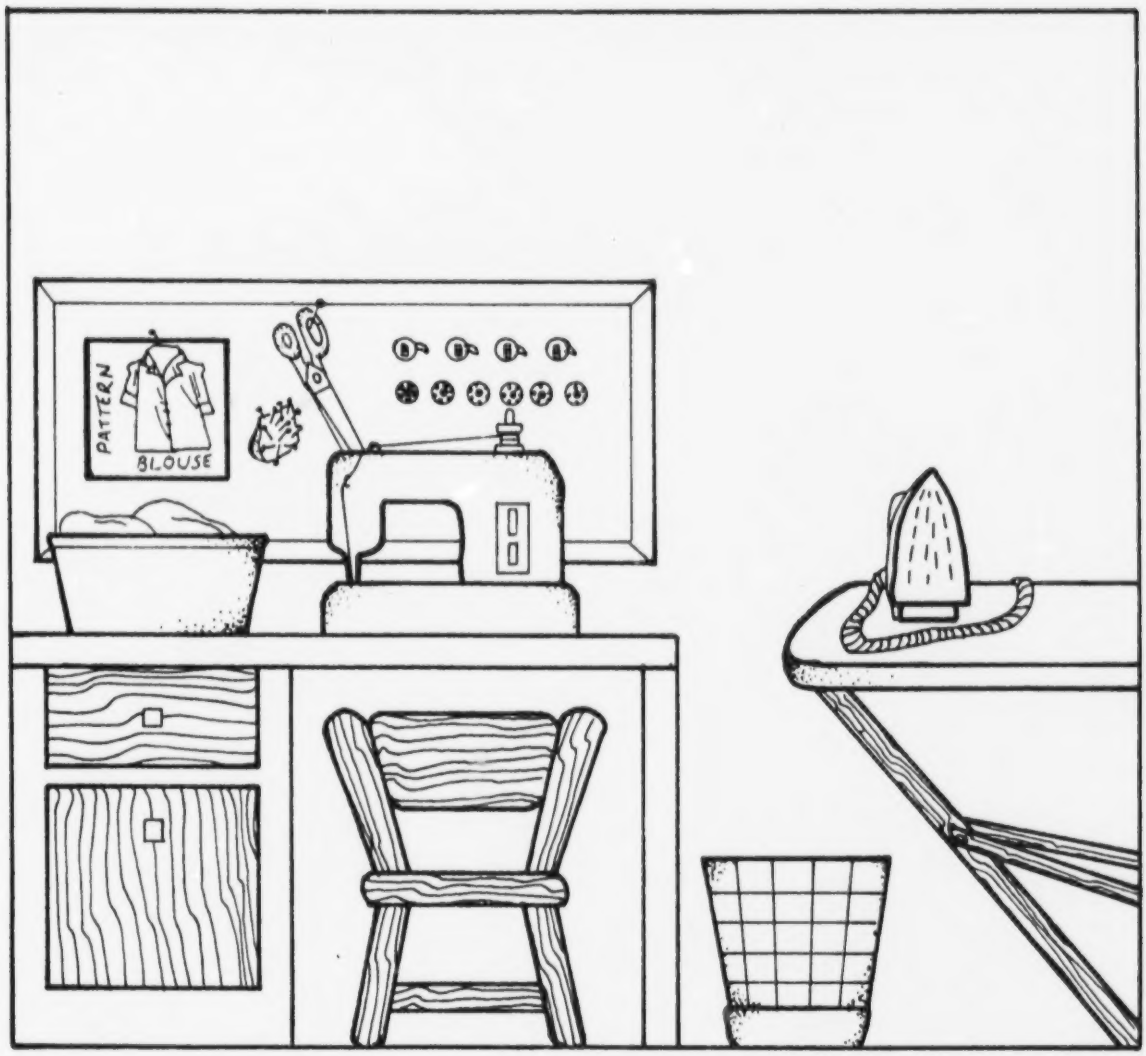
PERSONAL SPACE

MAKE EVERY INCH COUNT BY USING
HOOKS, BASKETS, AND SHELVES

PLANNING AND ORGANIZING

PERSONAL SPACE

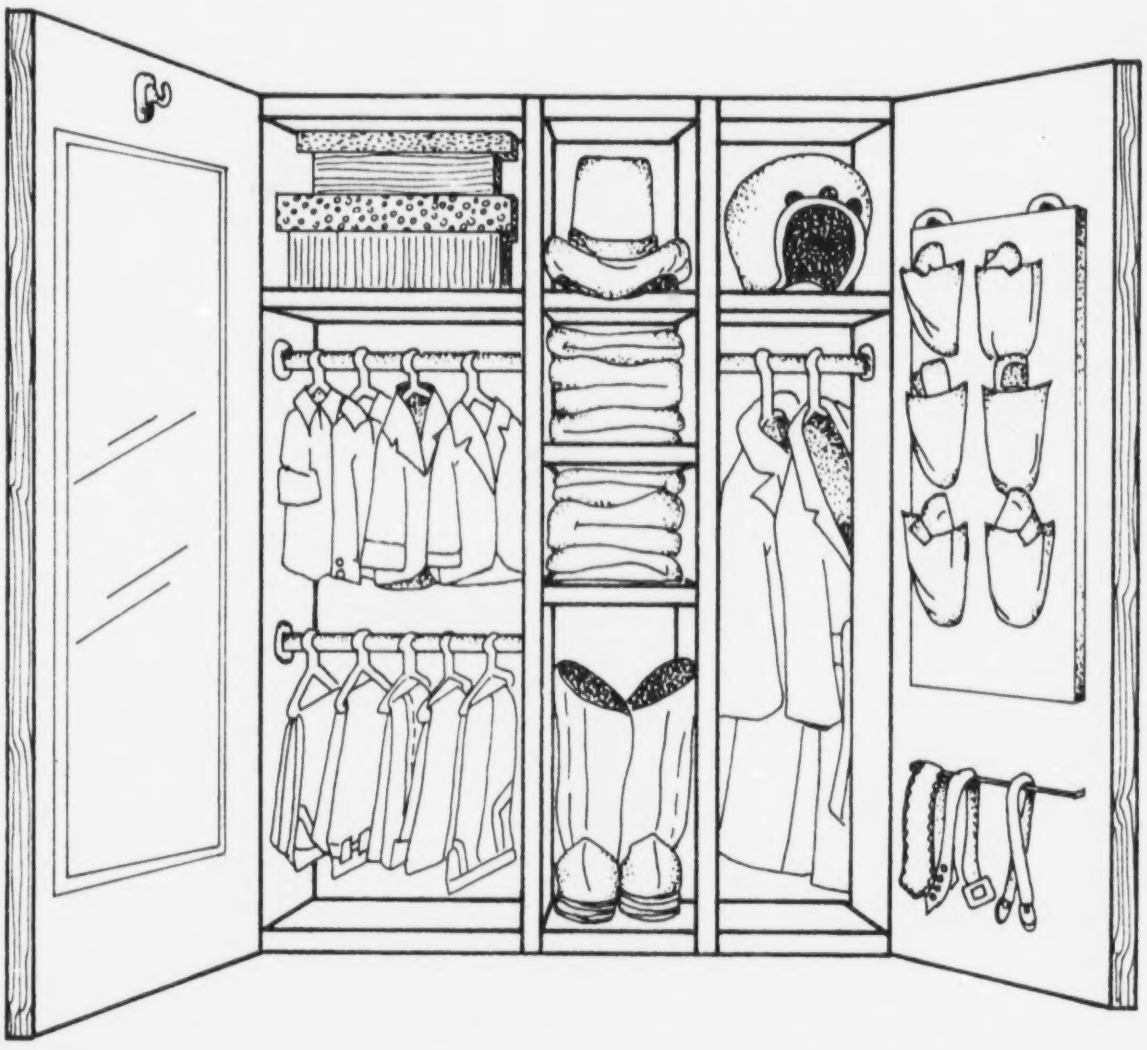
KEEP THINGS CLOSE TO WHERE THEY WILL BE USED



PLANNING AND ORGANIZING

PERSONAL SPACE

GROUP LIKE THINGS TOGETHER



SELECTION CHART FOR DAY-CARE CENTER

HEALTH ENVIRONMENT SPACE				
EQUIPMENT				
LANGUAGE DEVELOPMENT				
STAFF				
PARENTAL INVOLVEMENT				
STAFF-STUDENT INTERACTION				
LOCATION				
COST				
GENERAL IMPRESSION				
PHILOSOPHY				
REFERENCES				

MANAGEMENT REFERENCE LIST

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Academic Integration Supplement to the Management Curriculum Guide

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Department of Programs and Instruction
Division of Career and Technology Education
Home Economics Education
Austin, Texas

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June 1994

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Guide to Use

This supplement is part of a series of materials published by the Home Economics Curriculum Center to facilitate integration of academic principles with home economics concepts. The supplement contains learning and evaluation experiences specifically designed to integrate mathematics, science, language arts, and social studies principles within the Management course of study. The suggested experiences have been written to satisfy the essential elements of the course, so a teacher desiring to integrate academic principles while meeting a particular essential element can readily identify and incorporate an appropriate activity.

The academic integration supplements comprise the final component in the series of *Academic Integration* materials. Having access to the first two publications in the series—*Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum* and *Integration of Social Studies Principles in the Home Economics Curriculum*—will greatly enhance effective use of the supplements.

Each of the publications are available from the Home Economics Curriculum Center, Texas Tech University, Box 41161, Lubbock, Texas 79409-1161.

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Compliance Statement

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act of 1964 is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Modified Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 22375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMI-NATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except when age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

MANAGEMENT

I. Identifying and using resources

A. Types of resources

Language Arts
Social Studies

Display a transparency of Teaching Aid 1, Production of Goods and Services. Use it to point out the process used to transform resources into goods and services. Point out examples of this procedure that yields products used by families every day. Examples of goods include foods like milk or bread. An example of a service is television repair. Ask students to think of products that their families commonly use and write descriptions of the process that takes these products from resources to goods. Have them share their answers with the class.

Review with students the information regarding classification skills found on page 69 of *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum.* Lead students to create a list of community facilities and services available in their area. Tell them to do this by

- scanning a telephone book;
- brainstorming; or
- surveying the community on their own.

Science

Ask students to collaborate to create a list and display it on a transparency or the chalkboard. Have pairs of students use references such as textbooks or other library materials to create categories for community resources such as Senior Citizens Resources, Resources for Families with Special Needs, or Resources for Individuals in Need of Financial Assistance. Then have students place the resources from the list into the categories. Assemble the class and lead students to compare the groupings. KEY QUESTIONS: What method did students use to classify the resources? Why? What were the similarities and differences of the categories? How does placing the resources into categories help make sense of the list?

B. Resource scarcity

Continue the learning in the last teaching strategy by utilizing the lists created to discuss scarcity. KEY QUESTIONS: What resources are scarcely represented in the lists? Why? How do people in the community meet needs that are underrepresented by resources? What challenges does this present? What happens when these needs are not met? Instruct students to write an editorial convincing the community to provide needed services. Write on the chalkboard or overhead projector the strategy for writing editorials:

Language Arts

1. State your opinion.
2. Provide evidence to support your opinion.
3. Support your opinion by describing a related incident.
4. Record an argument that someone might use that opposes your opinion.
5. Respond to the argument.

6. Summarize your points or provide another reason for your opinion.

Instruct students to share their editorials in groups of three. Assemble the class and review with students the types of writing found on page 83 of *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum*. Ask students to identify the purpose of writing utilized in the editorial and defend their choice. CRITICAL QUESTION: What are ways people can reach goals without the availability of needed community resources?

Write the terms *reform movement* and *revolutionary movement* on the chalkboard or overhead projector. Ask students to define the terms and compare and contrast the meanings. NOTE: A brief explanation of the terms can be found on page 88 of *Integration of Social Studies Principles in the Home Economics Curriculum*. Lead students to brainstorm the affect scarcity of resources can have upon revolution. Provide an example of how scarcity has contributed to revolution by instructing students to research the story of Marie Antoinette. Have them

Social Studies

- describe her life,
- identify her attitude toward scarce resources in relation to the needs of the people, and
- hypothesize how her behavior affected the onset of the revolution.

Lead students to discuss their findings. KEY QUESTIONS: Why would Marie Antoinette's behavior be considered a factor in the onset of revolution? Why did the people of France dislike her? How did scarcity of resources affect the attitude of the people? CRITICAL QUESTION: What modern day revolutions have been caused by scarcity of resources?

Instruct each student to create two lists: one describing the advantages of conserving natural resources for future generations and one describing the disadvantages of conserving resources. Tell students to elaborate upon the lists by justifying and defending each item. Assemble the class and lead students to compile their ideas into one advantage list and one disadvantage list. Lead the students to evaluate the items on the list by ranking them from most persuasive to least persuasive. As a follow-up activity have each student compose a persuasive paragraph supporting or not supporting the conservation of natural resources using the compiled advantages and disadvantages list and their own opinion about the subject.

Language Arts
Science

C. Using substitutions and trade-offs

Review with students the information regarding energy resource conservation found on page 65 of *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum*. Ask students to describe the difference between renewable and nonrenewable resources and give examples of each. Have students investigate and report on new alternative energy

Science

sources. Ask them to list the advantages and disadvantages of each type. These sources include fossil fuels, nuclear breeder reactors, biomass, wind, and geothermal energy. Ask students to report their findings to the class.

Language Arts
Social Studies

Ask students to research the Depression. Have them prepare in advance a list of questions to ask a panel of people who lived through the Depression. Possible topics include types of trade offs the members of the panel made in such areas as finance, education, food, clothing, and housing; how decisions for such substitutions were arrived at; who the decisions affected; and the short-term and long-term effects. NOTE: It may be helpful to videotape the panel discussion for future use. After the panel has answered questions, review with the students the information regarding point of view found on page 92 of *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum.* Ask students to fold a piece of paper in half lengthwise. Ask them to write a story from the first person point of view of a teenager living through the Depression on one side of the paper. On the other side, have them write the feelings of the parents of the teen in third person. Have students share their responses as a class.

Mathematics

Lead students to compare the cost of obtaining a clean carpet using various means. Give students an amount of carpet to consider and have them

- contact three commercial carpet cleaning companies to determine the cost of cleaning the carpet;
- contact do-it-yourself carpet cleaning rentals to determine the cost of cleaning the carpet;
- compute the cost of do-it-yourself carpet cleaning equipment including travel to and from the rental site;
- add to the do-it-yourself cost by figuring fair wages for the do-it-yourselfer; and
- contact three stores selling carpet and figure the cost of replacement.

Lead students to discuss the results. KEY QUESTIONS: What variation costs the most? the least? Why? What are other factors that might affect the decision to use one of the variations? How does researching all of the options enable people to make informed decisions? Why is this beneficial?

D. Conserving resources

Mathematics

Instruct students to contact an electric company or consult references to find wattage ratings (watts used per hour) of commonly used appliances, such as the following:

- refrigerators
- microwaves
- stereos
- televisions

- dishwashers
- toasters

Lead students to make a chart with the following headings: *appliance*, *wattage rating*, and *hourly operation cost*. After listing appliances and filling in wattage ratings, have students use the following formula to compute hourly operation cost of each appliance: wattage rating/1,000 x cost per kw hour = hourly operation cost. NOTE: Remind students that 1,000 watts = 1 kilowatt. KEY QUESTIONS: What appliances consume the most electricity thus having higher operation costs? What three appliances appear to add the most cost to a family's monthly electric utility bill? What practices can reduce the total amount of electricity used in a household? What alternatives might be substituted for use of some of the appliances?

Mathematics

Tell students that mathematical computations can assist them in everyday decision making. For example, they could use them in figuring a budget, or in calculating how much money they might save by utilizing coupons. Lead students to brainstorm additional ways math can be used in conserving resources. Ask several students to indicate the current price per gallon of gasoline. Have students average the price per gallon by adding up the estimates and dividing by the number of estimates. Distribute a copy of Teaching Aid 2, Conservative Math, to each student. Instruct the students to answer the questions. Lead students to discuss their answers.

II. Using decision making
  A. Technology and management

Science

Review with the students the information regarding science and technology found on page 37 of *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum.* Lead students to discuss science and technology. KEY QUESTIONS: What are examples of how technology has extended human abilities? How has technology enabled humans to design and shape many parts of their world? Why is competence in science and technology essential to productive functioning in society? What are examples of new technologies that affect the lives of families? On what scientific findings are these technologies based?

Social Studies

Review with the students information regarding the Renaissance, Reformation, and Exploration found on page 41 of *Integration of Social Studies Principles in the Home Economics Curriculum.* Lead students to give examples of how technology has changed society since that period of time. Then ask them to brainstorm ways the invention of the printing press impacted the world. Have students choose a partner and describe how the world might be different if the printing press had never been invented. Assemble the class and have students share their answers. Ask each student to synthesize class input into a paragraph entitled, "The Impact of the Printing Press."

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
B. Influences that affect decisions	Lead students to discuss the influence of groups in making decisions. KEY QUESTIONS: What positive effects does peer pressure have on decision making? What negative effects does peer pressure have on decision making? Ask students to develop case studies using the decision-making process. Have them • create a case study where negative peer pressure impacts the decision-making process; and • create a case study where positive peer pressure impacts the decision-making process. Ask students to form groups and read their case studies. Instruct students to reach a consensus on a list of strategies to deal with the kinds of negative peer pressure indicated in the case studies.
Language Arts	
	Instruct students to research information regarding the Hawthorn experiments at Western Electric. Instruct them to • describe the experiments; • describe the effect employee attitude had on the outcome; and • report what discoveries Elton Mayo made through the experiments.
Social Studies	Lead students to discuss their findings. KEY QUESTIONS: What were the experiments intended to find? What did they find? Why? What effect did employee attitude have on the outcome? What was discovered by Elton Mayo? How might feelings of isolation or involvement in meaningless activity affect a student's decisions? How might the influence on decision making change when a student is made to feel important and part of a group? CRITICAL QUESTION: What effect might autonomy have on a person's decision to change behavior?
C. Influences of personal priorities and goals on decision making	Instruct students to create a simulated city using a computer program designed for that purpose. If this is not available, students could use posterboard or butcher paper to create a city. Ask them to • reflect their personal belief system and values in the creation of the city; • create the city's governmental structure; and • establish governmental policies. Lead students to compare and contrast the different cities created by others and establish criteria for selecting the most appealing cities. Lead students to use the criteria to select three of the cities in which they would most like to live.
Science	
Language Arts	Divide the class into two groups. Instruct half the class to read *To Kill a Mockingbird* by Harper Lee and the other half to read *Lord of the Flies* by Sir William Golding. Have students write book reports that examine the stories for the following themes: • sociological and psychological influences affecting decisions of the characters • influences of personal priorities and goals on decisions made by

the characters

Divide the class into groups of four with two students representing each book. Have students share their reports. Assemble the class and lead students to discuss the reports. KEY QUESTIONS: What were some of the social influences on decisions made by the characters? What were some psychological influences? What personal priorities and goals influenced decisions? Why would Golding indicate that mind and instinct could destroy a person if not restrained by conscience? How is conscience affected by society? How does conscience affect decision making?

D. Influences of economic decisions on decision making

Ask students to research the gross national product (GNP). Instruct them to

- describe the types of spending for goods and services that make up the GNP,
- discuss constant versus current dollars,
- report what the GNP tells consumers,
- locate GNP constant dollars for the past ten years, and
- create a graph based upon that data. (Instruct students to place the dollars in billions along the vertical axis and the years along the horizontal axis.)

Mathematics

Ask students to report their findings to the class. Lead students to discuss how the GNP might influence decision making. KEY QUESTIONS: Who looks at the GNP? Why? What trend is depicted in the graph? How might such a trend affect decisions to invest? How might the GNP affect decision making and spending? How might such decisions affect the average American citizen?

Invite a social studies teacher to speak to the class about various economic philosophies including the following:

- communism
- capitalism
- socialism
- fascism

There is a brief discussion of each type of philosophy found on page 65 of *Integration of Social Studies Principles in the Home Economics Curriculum*. Ask the teacher to concentrate on how such systems affect the decisions made by people living under each type of government. Ask students to prepare in advance a list of questions to ask the guest speaker. Possible topics could include the following:

Social Studies

- the economic rights of the people in each system
- the economic benefits of these systems for leaders or citizens
- the drawbacks of these systems for leaders or citizens

Ask each student to react to the discussion by writing a paragraph describing the advantages and disadvantages of one of the systems.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
E. Importance of accepting and sharing responsibilities in decision making *Language Arts* *Social Studies*	Instruct students to research the Nuremberg Trials. Instruct them to indicate • where the trials took place, • when the trials took place, • why the trials took place, • who was involved, and • the major outcomes of the trials. Lead students to share their findings. Ask students to respond in writing to the following idea brought about by the trials: soldiers and citizens have a moral duty to disobey laws and orders that are inhumane. Have students share their ideas. Ask students to define the term *theory*. Review with students the information regarding theories found on page 39 of *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum*. Ask students to compare this description with their definition. Divide the class into four groups. Assign each group one of the following human development theories: • biological or genetic-influence • psychoanalytic • learning • personality development (A brief description of each type of theory can be found on pages 92-97 of *Integration of Social Studies Principles in the Home Economics Curriculum*.) Ask each group to describe how a person ascribing to their assigned theory might react to the idea of people accepting and sharing responsibility for decisions. Assemble the class and have each group share their ideas.
F. Decision making *Language Arts* *Science*	Write the words *values* and *morals* on the chalkboard or overhead projector. Ask students to define the words and describe the relationship between the two concepts. Distribute a copy of Teaching Aid 3, Kohlberg's Theory of Moral Development. Ask students to • discuss the three stages of moral reasoning theorized by Kohlberg; • cite examples of decisions at each stage; • discuss factors which influence an individual's development of morals and values; and • describe how morals impact values, decisions, and goals. NOTE: Morals are often a very private matter and you may choose to bypass any discussion that would require students to discuss personal feelings about the topic. Review with students the scientific method found on page 70 of *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum*, and display or distribute a copy of Teaching Aid 5, The Scientific Method, found in the same book. Using the Teaching Aid, lead students to compare and contrast the decision-making process with the scientific method.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Refer to Teaching Aid 15, Making A Decision, in the Curriculum Guide to share the decision-making process with the class. Instruct students to go through the steps of both methods to determine conclusions and decisions. Center the discussion around various problems encountered by community organizations. Provide students such topics as the following: • a health clinic closing because of shortage of personnel • a city beautification project in need of funds • a senior citizens center in need of volunteers Lead students to discuss the two methods. KEY QUESTIONS: What were the differences? the similarities? Which method yielded the best results? the most interesting results? the most conclusive results?
III. Using the management process A. The management process	Lead students to discuss planning and choosing alternative courses of action. KEY QUESTIONS: Why might careful scrutiny of all possible alternatives cause choices to become obvious? How might choosing one option over another cause a trade-off situation? Why might not considering all options lead individuals in the wrong direction? Read excerpts from Robert Frost's poem, *The Road Not Taken*. Make sure to read the passage regarding two roads in a wood and taking the one less traveled. Ask students to describe what they think this passage means. Ask them to write a scenario reacting to the poem. It should describe how a person's life is changed by making a decision without weighing all of the options. Have students share their scenarios.
Language Arts	
	Display and review for students information on a transparency of Teaching Aid 4, Maslow's Hierarchy of Needs. Supplement with information regarding Maslow's theory found on pages 96-97 of *Integration of Social Studies Principles in the Home Economics Curriculum*. Discuss how the theory relates to managers. KEY QUESTIONS: Why might managers benefit from understanding the hierarchy of needs? Why might a person who has needs met be more productive? How might understanding the hierarchy assist managers to motivate productivity in others? Ask students to use the hierarchy to describe ways managers can meet the needs of individuals at various levels.
Social Studies	
B. Management in reaching personal and family goals	Ask students to describe the phrase *daily time plan*. Explain to them that it is a system of writing and prioritizing daily goals. Survey the class to find out how many students utilize a daily time plan. Have them divide that number by the total number of students in the class to determine the percentage of students who use the system. Lead students to discuss the implications of the results. KEY QUESTIONS: Is creating a daily time plan important? Why? How has it benefited those who use the system? Why don't other students
Language Arts *Mathematics*	

use the system? Write on the chalkboard or overhead projector the following steps that serve as guidelines in preparing daily time plans:

- List tasks to complete on that day.
- Rank tasks in order of importance.
- Enter the top priority tasks on a calendar.
- Mark off each task as it is completed.

Ask students to look at the list, create a daily plan for the next day, and continue the practice for one week. Have them describe the impact the system had on their ability to accomplish tasks.

Language Arts

Display three bags marked with the goals of *time*, *energy*, and *money*. Have students give example situations that detract and promote a family reaching these goals. Ask students to form three groups, and give each group one of the bags. Instruct the groups to record detractors and promoters of reaching the goal written on their bag on 3x5 cards. Have them place the cards in the bag. Make sure students title each card as a promoter or a detractor. Instruct groups to exchange bags and to discuss the responses on the 3x5 cards in the bags, deciding if they agree or disagree with the previous group's responses. If they disagree, have students note their disagreement on the card. Have the students pass the bags one more time and follow the same instructions. Lead students to compile a list of the best responses and use the list to create a bulletin board with a hot air balloon weighted down by sandbags. The promoters of family goals should be placed by the balloon and the detractors by the sand bags. Put the title, "Reaching Family Goals" at the top of the display.

C. The role of management in controlling stress

Science

Lead students to brainstorm causes of physical stress. Make sure that they indicate such things as illness, lack of exercise, and environmental causes like improper lighting, poor temperature control, and noise pollution. Lead students to discuss noise pollution. KEY QUESTIONS: What is noise pollution? How does it relate to stress? How might a person feel when subjected to noise pollution? Who is most affected? Why? Review with students the information regarding sound on page 60 of *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum*. Have each student answer the following questions:

- What are examples of sound-insulating materials?
- How do such materials lessen noise?
- How can landscaping be planned to reduce noise?
- What health practices protect the human ear from noise damage?

Have students share their answers, and describe why such concerns can be dealt with through management and planning.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Review with the class the symptoms of stress. Distribute to each student a copy of Teaching Aid 5, How the Body Reacts to Stress. Review the information and ask students to describe why developing coping strategies is important to physical health. List the following coping strategies on the chalkboard or overhead projector: • Learn to manage time wisely in order to be productive. • Find the most efficient method of doing things. • Avoid overload or doing too much at one time. • Delegate work to others when possible. • Prioritize tasks and deal with them one at a time. • Reward oneself for completing or reaching a goal. Ask students to react to each strategy and give examples of why they are helpful in reducing stress. Ask each student to write a description of why these strategies can be considered management practices and which practice they would use when experiencing stress. Have the students share their work with the class.
Language Arts *Science*	
D. The effects of changing lifestyles on management roles	Have students use a computer accounting program to create charts and graphs of expenditures of people in different stages of the life cycle. Have them do the following: • Create a list of various age categories to include in the exercise and the types of information to obtain for the charts and graphs. • Review the type of data the computer program utilizes. • Collect appropriate data for input in the program by such means as surveying members of different age groups selected, researching census results, or brainstorming. Lead students to compare and contrast the various charts and graphs and to draw conclusions about expenditures in the various stages of the life cycle.
Mathematics	
	Extend the learning on the last strategy by leading students to brainstorm a budget breakdown for the various groups in the life cycle. Display a transparency of Teaching Aid 6, Budgets Throughout the Life Cycle. Ask students to estimate the percentage of money that can be spent in each category identified. Ask students to compare and contrast the percentages. Ask students to respond in writing to the information by describing reasons why budgets change over time.
Language Arts *Mathematics*	
E. Effects of management on the quality of life	Display a transparency of Teaching Aid 24, Family Life Cycle, found in the Curriculum Guide. Ask students to identify the various stages of the life cycle represented by the chart. Have each student survey one member of each age category for a list of five current goals. Lead students to compile a list of their findings for each category and identify the four most frequent goals in each category. Lead the class to create a time line of the goals using pictures from magazines. Display the time line. As a follow-up exercise, have
Social Studies	

students develop a plan for obtaining goals yet to be obtained in their lives based upon the ideas on the time line.

Mathematics

Invite an economist or financial planner to speak to the class on current economic trends and to suggest recommendations for family financial decision making based on these trends. The speaker should also discuss how such decisions affect a family's quality of life. Work with the speaker in advance to develop a work sheet giving students practice in computations involving interest rates, inflation rates, and other topics related to the presentation. KEY QUESTIONS: In general, what happens to employment, interest rates, and prices during a period of inflation? How do these changes affect family financial decision making? What happens to employment, interest rates, and prices during a recession? How do changes resulting from recession affect family financial decision making? How might a family adjust its saving and spending practices during periods of inflation and recession?

IV. Managing time and energy
A. Principles of work simplification

Science

Explain to the class the basic concepts of work and energy found on page 57 of *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum*. Make sure students understand the word *work* as it relates to science. Tell students that studies in home economics generally fall into five categories. Instruct them to consider course offerings in home economics at their school, and have them identify names for five categories under which these courses might be placed. Suggested categories include the following:

- consumer and family economics
- food and nutrition
- human development
- textiles and clothing
- interior design

Ask students to form five groups and assign each group one of the areas. Distribute to each group a transparency of Teaching Aid 7, Machines that Simplify Work. Review with students the difference between simple and complex machines found on page 57 of *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum*. Have each group record its ideas on the transparency. Have a spokesperson from each group display and explain the ideas on the transparency.

Social Studies

Ask students to decide what a scientific management specialist does. Ask them to describe what resources these specialists might propose conserving and how their studies relate to work simplification. Instruct students to research the following scientific management specialists: Frederick W. Taylor, Carl Barth, H. L. Gantt, and Frank and Lillian Gilbreth. Lead students to compare and

contrast the specialists. Ask them how these individuals were alike and how they were different in regard to such things as time in history, background, contributions, and effects of the contributions. CRITICAL QUESTION: What can students conclude about the relationship between when these specialists were making contributions and the time in world history?

B. Contracted services available to families

Write on the chalkboard or overhead projector the term *child care licensing*. Lead students to brainstorm benefits of such a system. Review with the students information regarding the basic purpose of government found on page 63 of *Integration of Social Studies Principles in the Home Economics Curriculum*. Emphasize that one way governments provide order and security to people is by creating rules that are believed to maintain the common good. Give the example of child care licensing. Ask students to research the types of regulations mandated by child care licensing in their area. Lead students to discuss why there are laws regulating child care. KEY QUESTIONS: Why would a society require such regulations? What would be the short-term effects if such regulations were not enforced? What might be the long-term effects? How might such outcomes affect society? Why might such regulations benefit the common good?

Social Studies

Assemble samples of utility bills considered high, and bills considered low. Examples include gas, electric, and water bills. Give groups of students sets of bills with instructions to respond to the following questions:

- What unit is used to measure usage of each utility? (For example, gas is measured in cubic feet, electricity in kilowatt hours, and water in gallons or cubic feet.)
- What is the current unit cost of gas, water, and electricity in the community?
- What is the percentage difference between the low bill and the high bill?
- Why might one bill be lower than another?
- What are ways families can lower utility bills?
- Why is it important for families trying to save money to understand how to read a utility bill?

Mathematics

Demonstrate step by step how utility charges were calculated on each bill. Point out math operations used in the calculations, and review customary and metric measurements using Teaching Aid 2, Metric Units of Measure, found in *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum.*

PRODUCTION of Goods and Services

RESOURCES:

- Human and nonhuman elements used to make goods and services that are consumed for pleasure and survival.
- Transformed into goods and services by four factors of production:
  - **Entrepreneurship**
  - **Land**
  - **Labor**
  - **Capital**

Entrepreneurship: The act of transforming land, labor, and capital into goods and services by combining them in a productive way.

Land:
Examples:
- soil
- river
- minerals
- forest

+

Labor:
- physical effort
- mental effort

+

Capital:
- a product used to make other products
- money is a common example of capital

Goods and Services

CONSERVATIVE MATH

DIRECTIONS: Do the calculations and answer the questions that follow:

1. a. Your community is in a drought. Each household has been asked to reduce water usage by 25 percent. Your house uses 6,500 gallons per month. How many gallons are you expected to reduce per month?

   b. Suggest ways to reduce water usage at home.

2. a. You are concerned with conserving fossil fuels. You decide to ride your bicycle some of the time instead of driving your car everywhere. You normally purchase 23 gallons of gasoline per month. You figure you can reduce your consumption by 35 percent. How many gallons will you be purchasing next month?

   b. How much money will you save? (Utilize the average arrived at in class.)

3. a. You have joined an organization that is promoting recycling in your community. You are beginning a new drive by asking people to increase recycling of aluminum cans by 15 percent. They currently recycle 1.5 tons per day. How many tons do they recycle per thirty-one-day month?

   b. How may tons would they recycle in that month if they increased the amount by 15 percent?

   c. Devise a strategy for promoting and implementing such a plan.

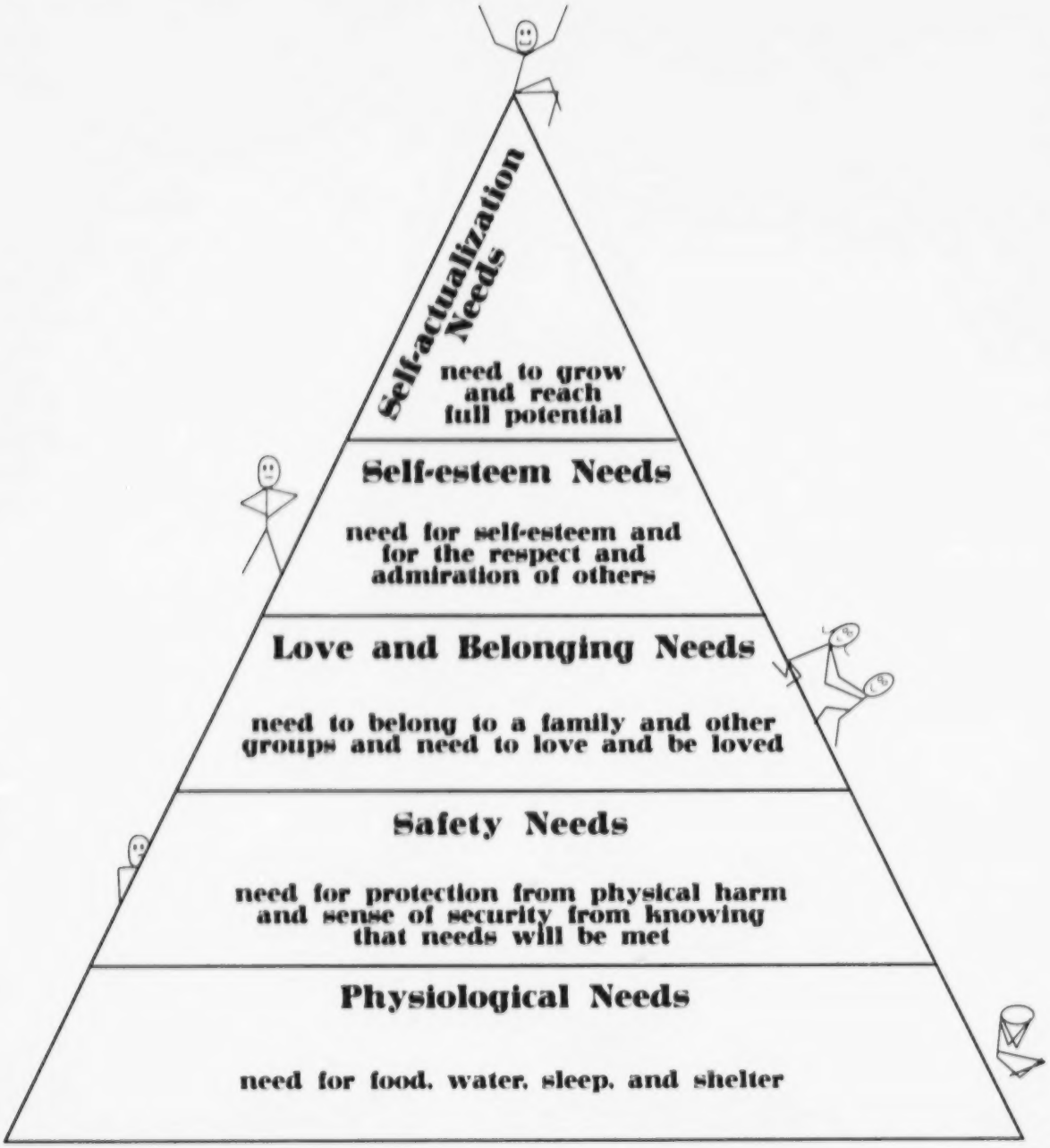
4. a. You would like to save 45 percent of your income for your college education. You are working 15 hours per week at 20 percent above minimum wage. How much money will you be saving per week?

   b. How much money will you have after one year if you take off a total of two weeks during the year?

Kohlberg's Theory of Moral Development

Level I: Preconventional Moral Reasoning	**Moral decisions are motivated by fear of punishment or desire for reward.**
Stage	*Example*
1. Obedience to prescribed morals is motivated by fear of punishment from predominant authority figures (primarily parents).	Sara is scolded several times for climbing on the table. The child stops the behavior to avoid further scoldings.
2. Moral decisions begin to be made not only to avoid punishment but also to gain rewards.	Amy shares with José because Amy has learned that when she gives José a toy, he will then share his book with her.
Level II: Conventional Moral Reasoning	**Groups become the primary source of authority.**
Stage	*Example*
3. It becomes important to please other people, especially within key groups, and to act as a "good" boy or girl.	Cole shares toys with Rosa because "good" boys share politely and because his other friends approve of this behavior.
4. Larger social groups and communities become influential in setting norms; children begin to uphold the laws of society and appreciate "law and order."	Kim knows that the rule in class is never to leave one's desk without permission; she stays at her desk even when Erin drops her glasses and asks Kim to pick them up, because it is "against the rules."
Level III: Postconventional Moral Reasoning	**Moral decisions are based on justice**
Stage	*Example*
5. The individual shifts from a "they" to a "we" focus as he or she begins to view himself or herself as part of the authority group. Rules may be questioned and changed if they are deemed unjust.	Tri disagrees with a rule set by one of his teachers because he thinks it is unfair. He decides to write a petition asking that the rule be changed and have it signed by classmates who agree that the rule is unjust.

Maslow's Hierarchy of Needs


Self-actualization Needs
need to grow and reach full potential
Self-esteem Needs
need for self-esteem and for the respect and admiration of others
Love and Belonging Needs
need to belong to a family and other groups and need to love and be loved
Safety Needs
need for protection from physical harm and sense of security from knowing that needs will be met
Physiological Needs
need for food, water, sleep, and shelter

How the Body Reacts to STRESS

The body prepares itself to deal with any stressful situation as though it were life threatening. The body releases a hormone or chemical, adrenaline, that helps provide the body with extra energy needed to react to the stressor.

The body typically responds to stress by going through the following three stages:

1. **ALARM**
2. **REACTION**
3. **EXHAUSTION**

ALARM is the body's initial response to stress. During the alarm stage a person's heart rate increases, blood pressure and pulse rate increase, breathing becomes faster and more shallow, and blood rushes to the outer extremities of the body causing a "flushed" or tingling sensation in the face, legs, and arms. The digestive system shuts down causing more acid to be produced in this area. A chemical imbalance occurs in the body, leaving it in a state of hyperactivity. The body's response in the alarm stage is the same whether the stress is good or bad.

In the **REACTION** stage of stress, the body tries to return to normal. How quickly the body returns to normal depends on the intensity of the stress and the general health of the individual. If the stress does not go away or the individual is not able to manage the stress, the body returns to the alarm stage. Chronic or continual stress reduces the abilities of the immune system, causing a person to become more susceptible to illness.

The final stage of stress is **EXHAUSTION**. If the stress is removed or an effective coping strategy is implemented, the body relaxes and the person feels a sense of relief. If the stress is not removed or if an effective coping strategy is not implemented, the body cannot reach the exhaustion stage. The results could include heart disease, cancer, high blood pressure, and digestive problems. Individuals may react to stress by displaying extreme emotions. Others may become depressed, feeling that a particular situation is hopeless. Individuals occasionally need professional counseling to gain insight into how to deal with emotions effectively, change negative behaviors, or overcome depression.

BUDGETS *throughout the Life Cycle*

Item	Age Categories				
	%	%	%	%	%
Housing (Includes mortgage or rent, taxes, insurance, and utilities)					
Food (Includes eating out)					
Debt Payments (Includes car, loans, and credit card payments)					
Clothing					
Transportation (Includes gas, insurance, and repair costs)					
Savings					
Miscellaneous (Includes entertainment, medical insurance and expenses, education costs, personal grooming supplies, recreation, and charitable contributions)					

TA 6

Machines that Simplify Work

DIRECTIONS: As a group, list the types of work required in your area of home economics. Then indicate the kinds of machines used to simplify those types of work. Be prepared to share your answers with the class.

Area of Home Economics _____

Types of Work Related to Area	Examples of Simple and Compound Machines
	(Classify Machine as Simple or Compound)
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•